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AUTHOR	Arviso-One Feather, Vivian; Whiteman, Henrietta
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ABSTRACT

Written for American Indian youth, this course is intended to help students develop career plans by identifying their interests and strengths and setting goals. There are five study units under the two major headings of "You and Your Choices" and "Your Choices and Careers." Each unit contains a statement of purpose, a brief reading selection for background information, and a set of learning activities with worksheets. The first unit helps students become more aware of themselves, their interests, and their importance to the Indian community. Worksheets are provided for identifying personal favorites and interests, and students develop a self-profile by completing a 140-item rating scale. Units 2 and 3 emphasize decision-making and goal setting. Activities include writing about Indians who are known for outstanding achievements in spite of obstacles. In Unit 4 students select junior and senior high school courses based on their interests and career goals. Activities show the relationship between school subjects and job clusters. In the final unit students identify career opportunities in Indian communities. Activities include interviewing a community speaker and consulting the job advertisement section of tribal and national Indian newspapers. (JHZ)

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American Indian and Alaska Native Career Development Youth Manual

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American Indian and Alaska Native Career Development Youth Manual

Vivian Arviso-One Feather
and
Henrietta Whiteman

September 23, 1985

Jointly funded by the United States Department of Agriculture, Extension Service and the Bureau of Indian Affairs, U.S. Department of Interior

About the Authors

Vivian Arviso-One Feather, enrolled member of the Navajo Tribe, grew up on the family ranch and graduated from Gallup High School, Gallup, N.M. She holds a bachelor degree in social science from Chadron State College, Chadron, Nebraska, and masters degree in educational administration from the University of South Dakota at Vermillion, S.D. Vivian has been a public and parochial school teacher and a curriculum specialist on the Pine Ridge Indian Reservation, South Dakota. Presently she is the director of Cultural Research in the Division of Navajo and Indian Studies at Navajo Community College, Tsaile, Arizona.

Henrietta Whiteman, a full-blood Cheyenne, was reared in Oklahoma and graduated from Hammon High School. She holds a bachelor degree in education from Southwestern Oklahoma State University at Weatherford, a master degree in English from Oklahoma State University at Stillwater, and a doctorate in American studies at the University of New Mexico, Albuquerque, N.M. She has been a public school teacher and visiting lecturer at the University of California and at Harvard University. Currently she is director of native American studies at the University of Montana, Missoula.

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National Steering Committee

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North American Indian Women's Association (NAIWA)
National Advisory Council for Indian Education (NACIE)
National Tribal Chairman's Association (NTCA)
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Advisory Consultants

Donald Bread, Cherokee-Kiowa
Sharon Eluska, Navajo (Alaska Native Rep.)
Janine Huff, Seneca
Carmaleta Monteith, Eastern Cherokee
Margaret Rogers, Nez Percé

Co-Leaders

Betty Bay, Extension Service, USDA
George Clark, Bureau of Indian Affairs (U.S. Department of Interior)

Planning and Coordinating

Stuart Jamieson, Coordinator of Indian Affairs, USDA
Jerry Bolton, Department of Education
Hope Daugherty, Extension Service, USDA
Chuck Emery, Indian Education Programs, DIE
Elizabeth Holmgren, Indian Education, BIA
Joann Morris, Department of Education
Mary Natani, NAIWA
Bill Parker, USDA
LaVonna Weller, Department of Education, BIA

Editing and Production

Colorado State University Cooperative Extension Service; Phyllis Worden, Program Leader-Home Economics; Wendy Douglass, Extension Editor; Debby Weitzel and Sandy Bagge, Assistant Extension Editors.

Graphics and Illustrations

Stuart Jamieson, cover
Charles Trimble Company, and Ron Paxton, illustrations
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Table of Contents

Modules I and II were written to assist with identifying your interests and plans for your future. Keep these materials in a place that will allow you to continue to add information and review plans and goals as you learn more about yourself and what you want to do.

MODULE I — "YOU AND YOUR CHOICES"

Unit One: "Who Am I?"
Unit Two: "What Would I Like To Do?"
Unit Three: "What Do I Want?"

MODULE II — "YOUR CHOICES AND CAREERS"

Unit One: "Curriculum Choices in High School"
Unit Two: "Career Opportunities in Indian Communities"

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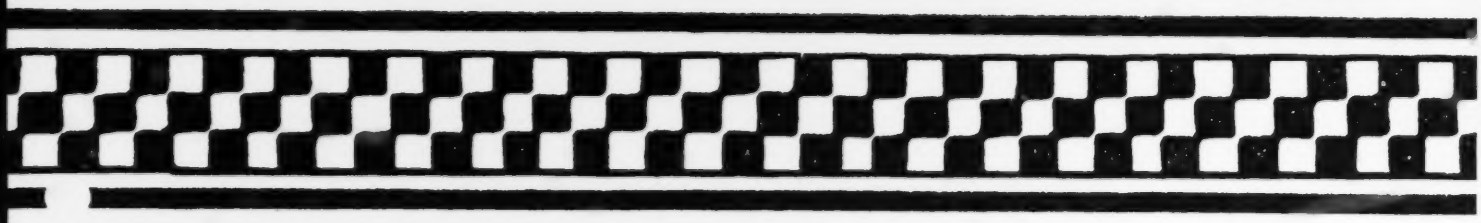
Preface

By assisting youth with the career decision-making process, you will produce individuals with specialized skills who in turn can offer their expertise toward the betterment and economic development of their tribe.

This manual is designed to develop career potential in youth and eventually the economy of the tribal community. This project was a result of Indian leaders' concern for the future of their communities. The success of this project will be measured by the degree to which tribal leaders, youth and their families work together to insure a better life for the entire Indian community.

Who Am I?
unit one



Module I
You and Your Choices

Purpose

To provide background information from which youth can become more aware of who they are, what interests they have and how important they are to their community.

Who Am I?

As an individual you are shaped by your culture and personal experiences. You possess certain skills, capabilities, likes and dislikes. You alone know your feelings.

As a member of the human race you have certain rights and freedoms. These rights enable you to become anything you desire based on your interests, knowledge and skills.

In this unit you will become familiar with yourself as you identify your likes and dislikes. Knowing yourself will help you determine the kind of future you desire.

Background Narrative

American Indians and Alaskan Natives were the first people to live in what is now called the United States of America. Historians say that Indians have lived here for 25,000 to 40,000 years. Indians, however, say they were created here and have lived here forever.

The sacred stories of Indian beginnings can be found in the oral history of each tribe. History, language and culture have been passed down through the generations by word of mouth known as "oral tradition". Oral traditions have been important to the Indians for preserving tribal history and culture.

According to oral tradition tribal groups were given a way of life by the Creator that is unique to the tribe. Each tribe was given a separate language in which culture and views of the world were expressed.

Although there are many differences among tribes, similar beliefs are often shared. One similarity is that the Indians see themselves as a part of the great circle of life, living in harmony with the world. The Indians do not try to control the environment but to live with it. Life is considered a precious, irreplaceable gift, and it must be carefully nurtured and protected.

For instance, the Algonquin tribes see life as a one-time gift from the Creator. It is viewed as a circular journey on earth beginning in the east. For the first 12 years of life a child walks from east to south: happy, innocent and not expected to understand life. Parents cherish, protect and pray for their child's good health.

Upon reaching the south at 13 years of age the child is now an adolescent. The time between the south and west is for learning in which the youth are educated in the way of the Indian people by the aged, wise-ones of the tribe. As adolescents, they search for a meaning and place in life.

As they continue to walk their earth journey, they move from the west toward the north, becoming adults. Today, a person is legally an adult at age 18-21. For the Algonquin, an individual is an adult at the age of 28. As adults, they apply all they've learned in the previous two phases of life. They take part in the tribal traditions and as adults they involve themselves totally in living.

By the time they reach the north they are the "keepers of knowledge and tradition". They are the historians and wise teachers of the tribe passing on their knowledge to those younger. By the time they reach the east, the beloved elders have given everything they know back to the people. They then take the step beyond life into death completing the journey of life and making a complete circle on earth.

As a teen *you* are now near the *south* in your circular journey on earth and it is the time for learning. It is also time to search for your life's meaning. You must prepare yourself for the time when you reach the *west* and become an adult.

As you read these materials and complete the activities, you should keep in mind that you are an important and unique individual. You have abilities and interests that can be developed for a successful and happy life. As you plan your life, you need to know all you can about yourself. The activities in "Who Am I?" have been designed to make you more aware of yourself as an individual.

Learning Activities

I. Reading Discussion

Directions: As a group discuss the reading material, Who Am I?

II. Vocabulary Building

Directions: Consult the dictionary or the material in this unit to write your own definitions to the following terms:

1. interests _____

_____

2. emotions _____

_____

3. unique _____

_____

4. knowledge _____

_____

5. skill _____

_____

6. capable _____

_____

7. culture _____

_____

8. self profile _____

_____

9. self-awareness _____

_____

10. career _____

_____

III. Self-Awareness - My Favorites

Directions: Complete this activity by listing your favorites under each category.

Flavors (such as pizza, caramels, etc.)

1. _____
2. _____
3. _____
4. _____

Fragrance (such as fresh baked bread)

1. _____
2. _____
3. _____
4. _____

Touch (things I like to feel)

1. _____
2. _____
3. _____
4. _____

T.V. Shows

1. _____
2. _____
3. _____
4. _____

Actor/Actress

1. _____
2. _____
3. _____
4. _____

Entertainers

1. _____
2. _____
3. _____
4. _____

Books

1. _____
2. _____
3. _____
4. _____

Colors

1. _____
2. _____
3. _____
4. _____

Animals (birds, dogs, horses, etc.)

1. _____
2. _____
3. _____
4. _____

Flowers

1. _____
2. _____
3. _____
4. _____

Food

1. _____
2. _____
3. _____
4. _____

Plants (trees, corn, barley, etc.)

1. _____
2. _____
3. _____
4. _____

Cars

1. _____
2. _____
3. _____
4. _____

Authors

1. _____
2. _____
3. _____
4. _____

Games/Sports

1. _____
2. _____
3. _____
4. _____

Video Games

1. _____
2. _____
3. _____
4. _____

Music (songs)

1. _____
2. _____
3. _____
4. _____

Music (instruments)

1. _____
2. _____
3. _____
4. _____

Creative things (I make with my hands)

1. _____
2. _____
3. _____
4. _____

"Comic" Characters (such as Garfield)

1. _____
2. _____
3. _____
4. _____

For "My Career Diary"

(Once completed remove this page, and other worksheets marked "My Career Diary" and insert in the back of the book. See learning activity VII for further details.)

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For "My Career Diary"

IV. Identifying My Interests

Directions: Please fill in the blanks and record your current interests and reasons for these interests. Finish each sentence.

1. My hobbies are _____

   _____

2. My hobbies are fun because _____

   _____

3. During my free time, I do the following things _____

   _____

4. I do these things because _____

   _____

5. At school, my favorite classes are _____

   _____

6. I like to do the following things at school _____

   _____

7. I have studied and enjoy the following subjects and activities _____

   _____

   _____

Directions: Look over your answers to previous statements. Select those activities which interest you the most and complete the following.

1. Why do these activities give you the greatest sense of accomplishment? _____

   _____

2. List three things you desire the most for your life (i.e. health, career, wealth, education, etc.). _____

   _____

3. What are you doing to get them? _____

   _____

   _____

   _____

4. Think about how your interests can be related to potential activities by placing your answers on the blanks provided below. If you need help in thinking of different activities, seek out a friend or an adult who can assist you.

My Interests	Activity That Reflects This Interest
_____	_____
_____	_____
_____	_____

5. These are new activities in which I am interested in knowing more about. _____

   _____

For "My Career Diary"

V. A Self-Profile

- There are things about **YOU** that are unique.
- This self-profile can help **YOU** think about them.
- Friends can also help **YOU** discover things about **YOU.**
- This self-profile can help **YOU** discover things **YOU** like to do.
- **YOU** may find that things **YOU** like to do are things **YOU** do well.

Directions: How to profile yourself . . . read each item and think about it. Place an X in the box that shows whether you feel the statement is more *like you* or *not like you.*

Example —

Physically I Am:

	Like Me 1	2	3	4 Not Like Me
— strong		x		

Use a colored pencil to connect your checks.

Physically I:

	Like Me 1	2	3	4 Not Like Me
— am strong		x		
— see well	x			
— hear well		x		

Physically I Am:

	Like Me 1	2	3	4 Not Like Me
1. Strong				
2. See well				
3. Hear well				
4. Speak clearly				
5. Healthy				
6. Neat and clean				
7. Energetic				
8. Coordinated				

Socially I Am:

	Like Me 1	2	3	4 Not Like Me
1. Easy to get along with				
2. A good friend				
3. A loner				
4. A good talker				
5. A good listener				
6. Polite to others				
7. Friendly				
8. Reliable				
9. A team person				
10. Neat				
11. A hard worker				
12. Lazy				
13. Prompt				
14. A helper of others				

For "My Career Diary"

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Emotionally I Am:

	Like Me 1	2	3	4 Not Like Me
1. Even-tempered				
2. Easy to influence				
3. Responsive to authority				
4. Sensitive to criticism				
5. Sensitive to others				
6. A group person				
7. Fearful of illness				
8. Stubborn				

For "My Career Diary"

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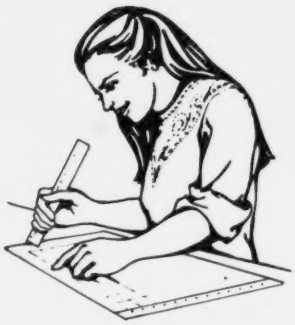
Things I Want:

	Like Me	1	2	3	4	Not Like Me
1. Make my own decisions						
2. Be secure						
3. Be respected by others						
4. Tell other people what to do						
5. Make things						
6. Protect others						
7. Know my history						
8. Love others						
9. Be loved by others						
10. Know myself						
11. Respect myself						
12. Be able to judge others						
13. Find order in life						
14. Have money						
15. Be secure						
16. Be recognized						

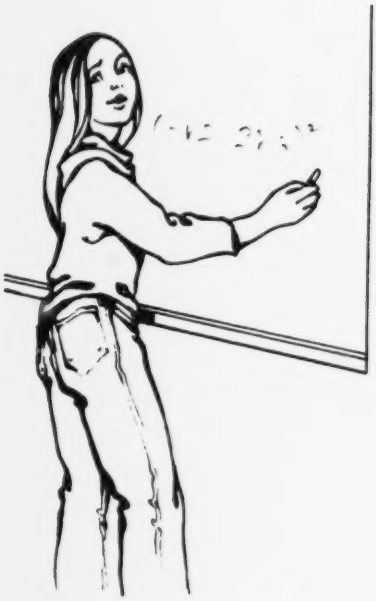


For "My Career Diary"

Things I Like:

	Like Me	1	2	3	4	Not Like Me
1. Working with my hands						
2. Working with my head						
3. Working indoors						
4. Working outdoors						
5. Working in an office						
6. Working with objects						
7. Working with ideas						
8. Working with numbers						
9. Working with science & math						
10. Devoting time to music and art						
11. Helping others						
12. Being with nature						
13. Playing sports						
14. Being in the city						

	Like Me 1	2	3	4 Not Like Me
15. Owning property				
16. Traveling				
17. Doing useful things				
18. Working with others				
19. Being with important people				
20. Trying new things				
21. Doing things in new ways				
22. Taking care of sick people				
23. Working with animals				
24. Following rules/ instructions				
25. Typing				
26. Being neat and clean				
27. Selling things to people				
28. Being told when I am wrong				



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Things I'd Like To Be:

	Like Me 1	2	3	4 Not Like Me
1. Farmer				
2. Mechanic				
3. Architect				
4. Lawyer				
5. Baker				
6. Doctor				
7. Secretary				
8. Nurse				
9. Cook				
10. Baseball player				
11. Teacher				
12. Dietician				
13. Beautician				
14. Model				
15. Fisherman				
16. Hunter				
17. Executive				

	Like Me 1	2	3	4 Not Like Me
18. Salesperson				
19. Police officer				
20. Jeweler				
21. Writer				
22. Actress/actor				
23. Singer				
24. Musician				
25. Dancer				
26. Artist				
27. Photographer				
28. Reporter				
29. Child-care worker				
30. Social worker				
31. Soldier				
32. Sailor				
33. Marine				
34. Air pilot				

Things I Can Do:

	Like Me 1	2	3	4 Not Like Me
1. Sing				
2. Dance				
3. Tell stories				
4. Act				
5. Design things				
6. Work well with color design and texture				
7. Compete in sports				
8. Solve math problems				
9. Take care of animals				
10. Grow plants				
11. Draw pictures				
12. Take shorthand				
13. Type				
14. Make things from wood				
15. Give speeches				
16. Write good theme papers				

	Like Me 1	2	3	4 Not Like Me
17. Make craft items				
18. Help others understand themselves				
19. Drive a truck				
20. Fix machines				
21. Catch fish				
22. Take care of sick people				
23. Lead a group				
24. Help people solve problems				
25. Set up a good display window				
26. Tell others what to do				
27. Do what people expect				
28. Finish jobs I start				
29. Express my feelings in words				
30. Keep things clean				
31. Cook				
32. Serve others				

Directions: After completing your self profile select a partner. Each partner will fill out a profile for the other person. You can then discuss profiles with each other.

Share with the total group ways your partner saw you differently than you see yourself.

Discuss your self-profile with your parents and friends.

V. A Self Profile - Partner

Directions: Fill out these forms for a partner. Let your partner put the forms For "My Partner's Career Diary", in the back of his or her book.

Physically I Am:

	Like Me 1	2	3	4 Not Like Me
1. Strong				
2. See well				
3. Hear well				
4. Speak clearly				
5. Healthy				
6. Neat and clean				
7. Energetic				
8. Coordinated				

Socially I Am:

	Like Me 1	2	3	4 Not Like Me
1. Easy to get along with				
2. A good friend				
3. A loner				
4. A good talker				
5. A good listener				
6. Polite to others				
7. Friendly				
8. Reliable				
9. A team person				
10. Neat				
11. A hard worker				
12. Lazy				
13. Prompt				
14. A helper of others				

Emotionally I Am:

	Like Me 1	2	3	4 Not Like Me
1. Even-tempered				
2. Easy to influence				
3. Responsive to authority				
4. Sensitive to criticism				
5. Sensitive to others				
6. A group person				
7. Fearful of illness				
8. Stubborn				

Things I Want:

	Like Me 1	2	3	4 Not Like Me
1. Make my own decisions				
2. Be secure				
3. Be respected by others				
4. Tell other people what to do				
5. Make things				
6. Protect others				
7. Know my history				
8. Love others				
9. Be loved by others				
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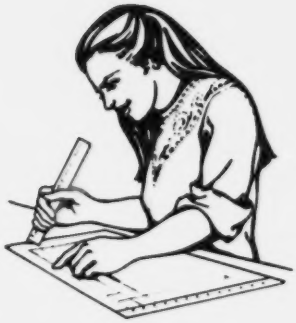

For "My Partner's Career Diary"

Things I Like:

	Like Me 1	2	3	4 Not Like Me
1. Working with my hands				
2. Working with my head				
3. Working indoors				
4. Working outdoors				
5. Working in an office				
6. Working with objects				
7. Working with ideas				
8. Working with numbers				
9. Working with science & math				
10. Devoting time to music and art				
11. Helping others				
12. Being with nature				
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14. Being in the city				

	Like Me 1	2	3	4 Not Like Me
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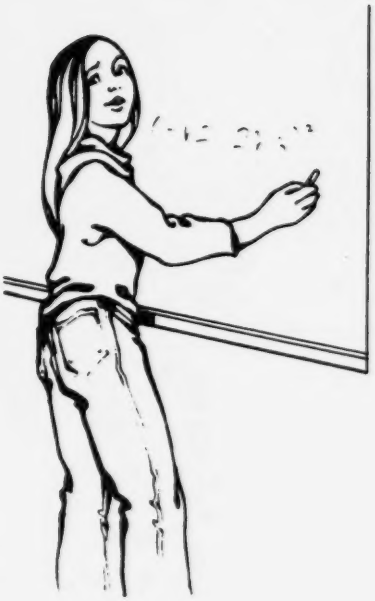

Things I'd Like To Be:

	Like Me 1	2	3	4 Not Like Me
1. Farmer				
2. Mechanic				
3. Architect				
4. Lawyer				
5. Baker				
6. Doctor				
7. Secretary				
8. Nurse				
9. Cook				
10. Baseball player				
11. Teacher				
12. Dietician				
13. Beautician				
14. Model				
15. Fisherman				
16. Hunter				
17. Executive				

	Like Me 1	2	3	4 Not Like Me
18. Salesperson				
19. Police officer				
20. Jeweler				
21. Writer				
22. Actress/actor				
23. Singer				
24. Musician				
25. Dancer				
26. Artist				
27. Photographer				
28. Reporter				
29. Child-care worker				
30. Social worker				
31. Soldier				
32. Sailor				
33. Marine				
34. Air pilot				

Things I Can Do:

	Like Me 1	2	3	4 Not Like Me
1. Sing				
2. Dance				
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4. Act				
5. Design things				
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31. Cook				
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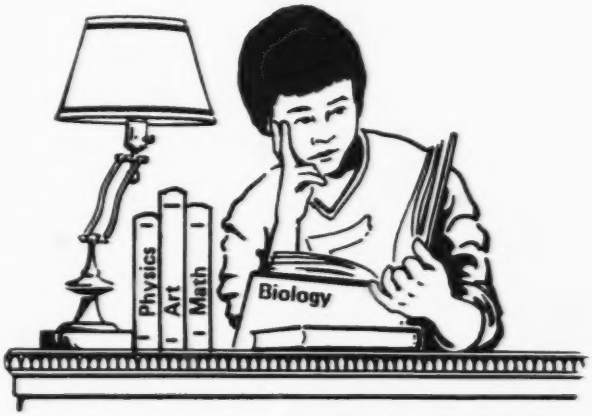


VI. What If — What Would You Do?

Directions: Answer the following in the space provided.

If I were tribal chairman what three things would I do to provide more activities for young people?

1. _____
2. _____
3. _____

How would I obtain the three things I listed above for the Indian youth?

1. _____
2. _____
3. _____

If I were all alone in the world with all the materials I needed, what three kinds of activities would I do?

1. _____
2. _____
3. _____

Directions: If you could live any where in the world, where would you live? Describe your ideal location!

What would you like the people to be like in this ideal location? Describe!

What would you be doing in your ideal location? Describe!

If you could do anything you wanted to do, what would you do? (Fly a plane? Join one of the armed forces? Become an actor or actress? Other?)

Directions: After you have completed activity VI What If?, your leader will help you combine and select the best suggestions each of you made about what you would do if you were a tribal chairman. If possible your leader will schedule a time when your group can meet with your tribal chairman to share the ideas you and your group suggested for youth in your community.

VII. "My Career Diary"

Directions: Create a permanent section called "My Career Diary" to be placed in the back of your career workbook.

Draw a design on the divider to separate "My Career Diary" from the rest of the career development materials. Use special paper to create an attractive divider that reflects your personality. Consider the following as you make the divider:

— your favorite color
— special symbol
— your own interests and design

You are to place selected activities in this special section of the notebook. Include only the pages marked For "My Career Diary" from the learning activities sections. You will refer to this diary section many times as you learn more about yourself and begin to make decisions concerning your future.

Directions: After you have made your divider, remove the following, "Things I Believe" and paste it on the back of your divider.

(cut along dotted line)

Things I Believe

I was given life with all the basic human rights and freedoms of an American citizen; including the right to be different.

I am different and unique because there is not another individual like me.

I am an Indian with feelings, abilities and the desire to succeed.

I am who I say I am and I can be who and what I choose to be.

For "My Career Diary"

What Would I Like to Do?
unit two

Module I
You and Your Choices

Purpose

Youth will learn how their personal interests can provide an entry into a lifelong career. Setting goals will be emphasized as a method for making decisions about their future.

What Would I Like to Do?

Developing Your Interests

Let's examine how an interest may develop and become a major part of your life. Imagine that you are encouraged by your friends to join a track team. Assuming you have had no prior experience in running competitively you might find yourself depending on a coach and teammates for encouragement and advice. If you continually fail and show no improvement, you will probably quit the team. On the other hand, if your running skill continues to improve you will probably place more emphasis on winning and remaining on the team. What you are doing is determining how you spend your time based on what you enjoy. Whatever appears to be satisfying your needs, will become an interest. Therefore, you have developed an interest in running.

You may have originally become involved in the sport of running through your friends but you now find yourself placing emphasis upon your ability to perform. At this point you have discovered your ability to control your own behavior. The emphasis you have placed on performing, serves as an internal strength which can push you forward. Your motivation has come from within replacing the need to be externally motivated by friends and coaches. Now you are running because *you* enjoy it.

Many youth display interests in other competitive sports that are closely related to their home or school experiences. These strong interests can develop into many careers. Athletic coaches and physical education teachers are needed to train youth, referees are needed for major sporting events and salespersons to handle sports equipment for schools. Workers in careers such as athletic training and physical therapy, are needed to deal with physical fitness. These are examples of only a few careers that are an offshoot of a basic interest in sports.

Rodeo competition is of interest to youth who have been raised to handle livestock and have spent years working with animals. Many Indian youth participate in local rodeos in their communities before a decision is made to compete professionally. If successful in a particular rodeo event, they might compete in the finals of the Indian National Rodeo Association.

Youth may also use their interest in animals to pursue a career as a rancher or farmer. Agricultural work in Indian communities can offer many opportunities. Some tribal governments have established agricultural businesses by leasing land for grazing and cultivation. Many more Indian people see greater opportunity for using their lands to develop ranching or farming.

The prospect of agriculture as a career has become more available and attainable for Indian youth. Technological advances have made it possible for Indian communities to have irrigation, resulting in higher yields. There is a need for both males and females to enter careers as horticulturalists, botanists, data processors, veterinarians, animal breeders, crop specialists, marketing and salespersons, record keepers and other careers in agriculture.

Knowledge and an interest in cultural background can influence a decision when selecting a career. Occupations such as teachers, museum curators, and anthropologists teach children about cultures and languages.

Other careers resulting from an interest in culture might be directing Indian pageants, presenting Indian songs or serving as a guide for visitors at tribal locations.

Interests in crafts, sewing, cars or babysitting can be developed into lifelong careers as art directors, clothing designers, auto mechanics or day-care professionals. The satisfaction gained from doing these jobs can motivate a person to continue education and to further training in specialized skills.

Human service occupations such as a counselor or social worker, require knowledge of the home environment and culture of clients. By possessing knowledge through education or training you can increase the rate of success in working with people. Proper communication and attitude of the social worker will go a long way towards helping to solve social problems.

Communication skills are essential for those who choose careers in tribal government.

- elected public officials and tribal managers (and those working with them)
- managers of tribal economic development and other needed programs
- other tribal positions

Youth trained as professional managers with communications ability are in great demand.

Since you are the best judge of your own interests and abilities, you should think of activities that offer rewards and personal satisfaction.

Do you receive more satisfaction in working with your hands, with animals, people or developing ideas?

Many individuals have more than one skill or interest. These individuals may enjoy anything from making crafts to working with children or the elderly. These interests can develop into full-time careers.

Because of a lack of understanding of themselves some young people are unable to see their own potential. Youth may become involved in activities without giving much thought to the kind of activities that really interest them. Later they realize that they don't enjoy what they're doing and will try to find something else that interests them. If they remain unsure of themselves, each activity becomes more dissatisfying and they can become increasingly discouraged. It is very important to take the time now to determine your interests and abilities and identify the type of activities that will interest *you* for a lifetime.

Setting Your Goals

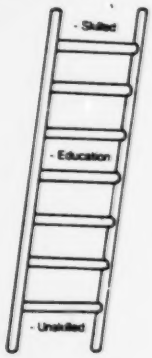
Setting goals is important to you and your future

A goal is an object or end that one strives to attain. Goals may be achieved within a short or long period of time. Short-term goals can be like getting dressed, riding a bike, driving a car, or buying something at a store. Long-term goals require more time, such as developing friendships, taking a trip or developing a skill.

In order to attain a goal it is important to be aware of your own behavior and habits. For example, if your goal is to get to school on time remember the number of minutes it takes you to get out of bed, eat breakfast and get dressed will determine the time you need to wake up. Knowing yourself and behavior will help you to reach the goal of getting to school on time.

Your behavior can either help or hinder you from reaching a goal depending on how hard you apply yourself. Some goals can be more difficult to achieve due to circumstances, such as a lack of time or finances. However, motivation and persistence can overcome any obstacle.

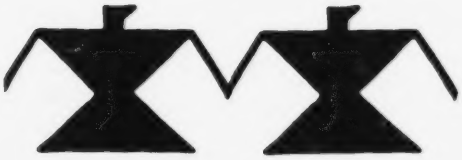
There is no greater goal than one that will determine what you will do in your future years. All youth need to establish goals, both short- and long-term. These goals can guide you through the years like mileposts and the passing of time may be correlated to climbing a ladder. Think of the bottom rung of a ladder as the unskilled person. Through education and training you acquire skills and as you progress upwards, responsibilities and salary will increase. At the highest rung of the ladder, your capabilities have determined your achievements. At this point you should have reached many goals and be a valued member of the working force.



Manuelito, a Navajo leader, was a strong supporter of education in the late nineteenth century. His words "education is the ladder" became a slogan that has encouraged many young Indians to pursue a college education.

The most important effort that you can make for yourself is to build upon your interests and experiences. Establish goals for the next five years. Be as realistic as possible in setting up your own ladder to your future.

Learning Activities



I. READING AND DISCUSSION

Directions: As a group discuss the reading material, "What Would I Like To Do?"

II. VOCABULARY BUILDING

Directions: Use the dictionary or the material in this unit to write your definitions of the following terms:

1. personality _____

_____

2. interest _____

_____

3. behavior _____

_____

4. goal _____

_____

5. requirement _____

_____

6. achieve _____

_____

7. realistic _____

_____

8. short-term _____

_____

9. motivation _____

_____

10. obstacles _____

_____

III. LEARNING MORE ABOUT MY INTERESTS

Directions: This worksheet will help you explore interest areas. Read the activities involved in each area and circle the activities which are the most interesting to you. Explore the areas in which you circled the most activities, using the exercise at the end of this activity.

INTEREST AREAS

Outdoor
sports
growing flowers
camping
fishing
rock collecting
rodeo

Mechanical and Manual Dexterity
repairing bicycles, radios, electrical appliances, cars
inventing machines
wood, metal and leather crafts

Accounting (working with numbers)
computer technology
math
bookkeeping
inventory/auditing

Science/Problem Solving
study of plants
chemistry
physics
study of energy

Social Activities/Doing Things with People
sales
giving talks
running for political office
member of a club

Being Creative
painting
drawing
photography
music (singing, writing, playing an instrument)
literature

Clerical
typing
shorthand
filing
composing letters

These are suggestions for exploring my interests:

- attend a meeting
- talk with someone
- observe those I admire
- enroll in a course of study
- read a special interest or hobby book
- other

_____

_____

What I learned that interests me:

_____

_____

_____

_____

_____

_____

_____

After exploring your interest area(s) be prepared to tell others in your group.

Directions: Select a partner who knows something about you. Have your partner list activities that he or she feels you might enjoy. After your partner completes the list for you, you should make a list of activities for your partner which you know or think your partner enjoys. Compare lists and tell the group the interests that you and your partner have discovered.

IV. MORE ABOUT SETTING GOALS

Directions: Use this worksheet to establish goals and reasons for your goal selection. Some immediate goals can be met as early as today or this week. Short-term goals are those you can attain in a month or in one year's time. Those goals that can be accomplished at the end of a five-year period are long-term goals. This worksheet gives you a way to organize your thoughts about yourself so you can plan for a better future.

Long-term Goal (5 years)

1. My goal is to _____

   _____

   The reason why is _____

   _____

2. In order to accomplish my long-term goal, I must do the following things:

   first year _____

   second year _____

   third year _____

   fourth year _____

   fifth year _____

3. During the first year, I need to take these steps:

   _____ _____

   _____ _____

   _____ _____

   _____ _____

   _____ _____

4. During this month, I must schedule the following specific tasks:

	Tasks	Date
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

5. I have made a commitment to reach this goal by doing the following: (check appropriate blanks)

_____ I told a friend

_____ I told a teacher

_____ I told my parent(s)

_____ I gave up spare time

_____ I set up a work schedule

_____ I promised myself

6. I know that I am working on my goal when _____

_____

_____

7. I need someone else to do these things to help me achieve my goal:

Things that others can do	Who they are	By when

8. The date that I established this goal: _____

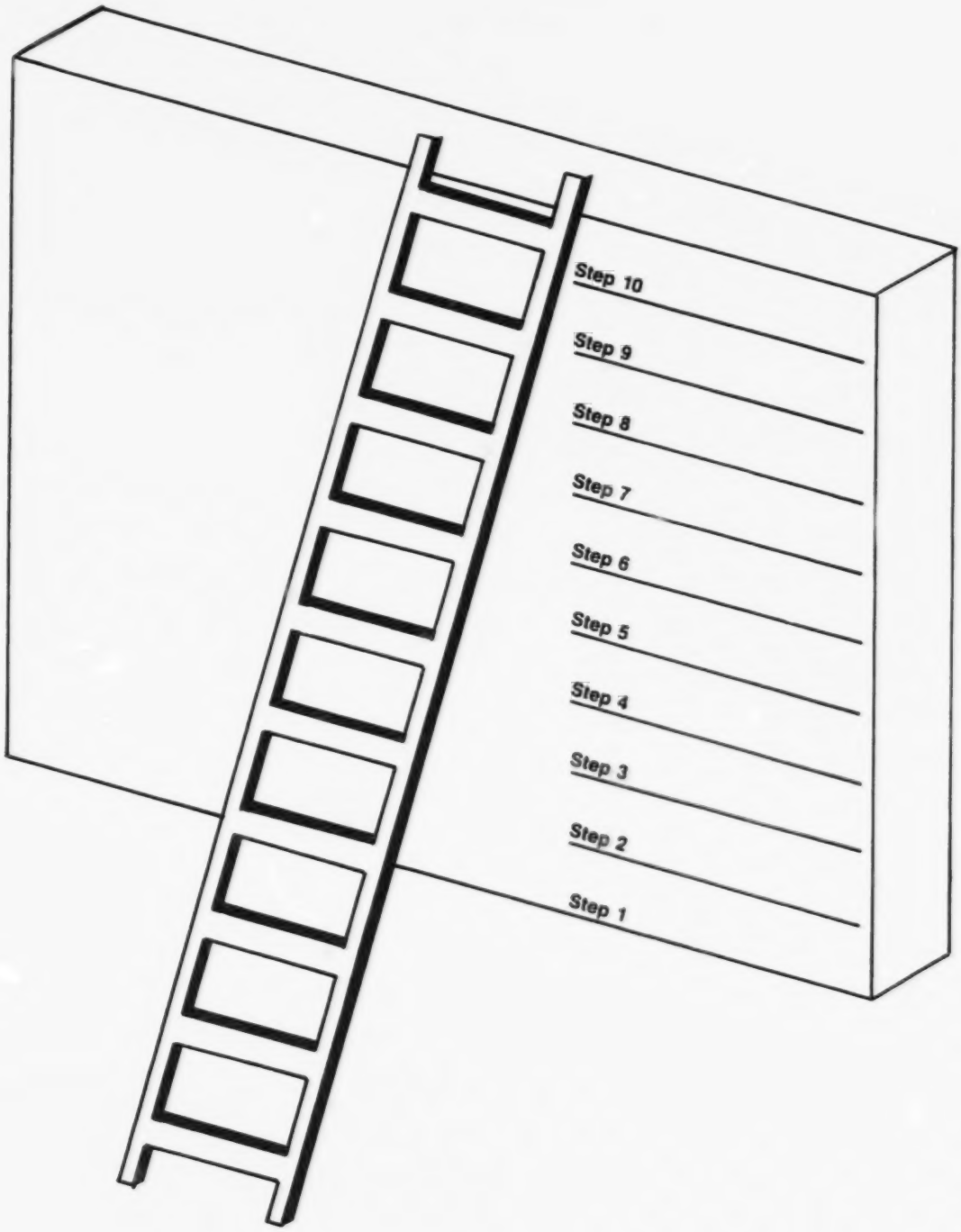
_____

My signature

V. CLIMBING THE LADDER

Directions: Using the format of a ladder, fill in the rungs with your plan that you desire to accomplish in five years from activities in "More About Setting Goals". Ten years are included on the ladder for those who desire to project a longer range goal.

My goal is to _____ and these are the steps I will take each year:



VI. EVALUATION

Directions: Test your knowledge of unit two. Read the following statements and put a check in the blank space to indicate your answer.

1. _____ Yes _____ No — If you have a strong interest in doing something you like, it may turn into a career.
2. _____ Yes _____ No — Knowing your interests will help you avoid making wrong decisions when considering a future job.
3. _____ Yes _____ No — Making alot of money should be the most important factor when deciding upon your career.
4. _____ Yes _____ No — If you increase your education, training, and experience, it will help you to find a job.
5. _____ Yes _____ No — Unskilled workers are paid more than skilled workers.
6. _____ Yes _____ No — Goals may be short or long-term.

What Do I Want?
unit three

Purpose

To encourage youth to look ahead, define their interests and improve their decision-making skills.

What Do I Want?

Looking Ahead

Thinking about what you would like to do with your future is a big decision, not to be taken lightly. The decisions that you face may include where to live, whom to marry, and especially your choice of a skill or job. Each decision can determine how you will spend an important number of years. Your future job can involve a career span of 40 years for males and about 25 years for females. These are the estimated number of years that the average person is employed. Since you will spend a number of years working in a chosen occupation, the choice should be your best decision based on interest and knowledge of potential careers.

A career is usually defined as the sequence of jobs, occupations and positions held during the course of a working person's life. Lifetime work includes pre-vocational and post-vocational work preparing for a career, retirement and/or continuing to work after retiring from a career. In fact, having a career involves most of a lifetime.

The occupation that you choose will be your source of employment for many years. Your job will require you to work with either physical or mental effort directed at some particular purpose. Working can be an unpleasant task or a highly interesting part of your life, you are the one to choose your occupation.

A good educational background is one indication that a person has the ability to start and finish tasks and follow directions. When interviewing applicants for a job, preference is given to the most qualified individuals. Educational qualifications may include either a high school diploma, General Education Certificate (GED) or a college education. These credentials are necessary for employment in most occupations.

A decision to quit high school is a disadvantage to teenagers who hope to earn a good living. Secondary school dropouts normally have difficulty obtaining jobs and often have the lowest salaries with little or no chance for promotion. This limits their career potential, future decisions and in most cases, becomes a hardship. The opportunities to change jobs or move to another location to find better employment can be limiting.

Many adults and teenagers who have left school before completing high school education can enroll in adult education classes and complete their high school education. After a period of instruction in grammar and mathematics, an examination is given and if the test is passed a G.E.D. certificate is awarded, equal to a high school education. This valuable G.E.D. certificate has helped to open doors for many people.

Skills demonstrate to an employer an employee's ability to do something expertly which is a direct result of training, practice and experience. The value of a worker depends upon the total amount of skills acquired. You can always increase your value by your education and learning new skills. The minimum level of skills needed is a high school education or a G.E.D. Following a high school education your options for career advancement are: attend vocational school for technical training; study for a two-year associate of arts degree or a four-year baccalaureate degree from a college or university. These higher educational years will determine your potential as a worker and indicate your abilities to pursue a career.

When you reach the legal age of 18 or 21, you are automatically considered a member of the labor force in your community. Each member in the labor force possesses certain skills unique to that individual. When members of the labor force search for jobs, they are competing against each other in the labor market. In this competition an employer looks over the labor force and chooses those workers whose background and skills offer the greatest potential to the company.

A person who lacks skills or the basic qualifications for employment is termed an "unskilled" worker. At the time of application an employer will not even consider an applicant for a position unless the applicant possesses the necessary qualifications (education, training, experience) necessary for the job. This is an age-old process of picking the best applicant for the job.

In historical Indian times, each person had skills that they acquired in their lifetime. They were either hunters, singers, scouts, camp soldiers, or medicine men and women. Those who held certain jobs or had specific responsibilities obtained their skills as the result of training, practice or experience. Protecting the people and providing food through hunting were considered highly important jobs. Only the best-skilled individuals were given responsibility for the safety of the whole group. Those who were unskilled were passed over by those who did the choosing. If the task at hand was to hunt, those with good hunting skills came forward. If the occasion was to relax and enjoy a good meal, those skilled in singing and cooking were sought. Being a leader also required certain skills. Every job required persons to have the highest skills in order to insure the well being of the tribe.

In traditional times a bartering economy existed, since there was no money as we know it, and everyone exchanged or traded items for full value. These items were made by those who had learned their skills from a parent or relative or practiced and learned through experience. The work of highly-skilled people was in great demand.

Most items were produced by a family for their personal use. It was common for men and women to work at certain things just because it was expected of them. Since people did what was traditionally expected of them it was unusual for men to do what was common for women and women to do what was common for men. The amount of work that a family did together was sufficient for their own needs. When a surplus was created, trading could take place.

Newer items or even better items could be acquired from others who had a surplus. Both parties could exchange items of equal value in such bartering.

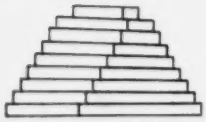
In our world today, Indian people compete in a cash economy and barter less and less. Money is now needed to buy goods and services and money comes mostly from wages earned from a job. Having a job depends upon being able to meet certain basic job requirements and having the amount of skills is determined by the amount of educational or training a person has received.

Any curriculum or additional course of study, that a person enrolls in is very important, not only for the person, but on an application for employment. This course of study may be a short technical training course or, a university plan of four years or more. The important thing is that each person prepare for an occupation which will enable them to become self-sufficient.

One of the biggest social changes over the past years has been the attitude that men and women are no longer required to assume certain traditional roles. Young people now have the opportunity to develop and choose jobs that interest them regardless of gender. If you look closely at the people living in your community, you will see that there are a variety of career interests. Many individuals are in careers completely different from careers of their parents.

Look at yourself, your parents and grandparents. Do each of you share an interest in the same job or occupation? It is most likely that careers have changed from one generation to the next. In each generation, the level of skills often changes to a higher level. A change in lifestyles due to changes in occupations is the most dramatic change between past and present Indian reservations.

To visualize how skills are at different levels, let's imagine a pyramid. At the apex (top) of the pyramid is the highest level of skills. The opposite end, the base, is the unskilled level. Everyone starts in their life's work at or near the bottom of this pyramid. Then, as new skills are acquired, a person moves up the pyramids. Jobs at each level require additional training, experience and expertise and demonstrates an increase in abilities by the worker.



It is possible for unskilled workers to rise to the top of the pyramid by learning new skills. For instance, workers doing unskilled labor for low wages can improve their skills when they attend school. As these students study and learn they begin to use their new skills to earn higher wages. Summer jobs are usually the time for such opportunities. Upon graduation from college they are classified as higher-skilled people (lawyers, teachers, etc.). In such professional jobs, workers have a higher level of training and usually get the higher wages.

The Department of Labor has classified approximately 35,000 jobs in the U.S. These jobs are listed in the **Dictionary of Occupational Titles**. Each entry has a description of each job with the necessary qualifications and the tasks that will be performed by the worker. Jobs that are similar in tasks are placed in separate categories. The following is a list of the different careers and occupational categories in the **Dictionary of Occupational Titles**.

Professional, managerial, and technical
Clerical
Sales
Service
Agriculture, forestry, fishery and conservation
Processing
Machine trades
Bench work
Structural work
Miscellaneous

Within each of these occupations, unskilled workers can increase their skills and move to higher levels of employment. Each succeeding level usually provides a higher income and improved benefits.

As you look ahead to your own future, consider the freedom of choice that you possess to develop your career interests.

In Units I and II, you identified and explored areas of interest. Unit III provides opportunities for you to relate your interests and goals to careers.

Defining Your Interests

An interest can be defined as a feeling of concern or curiosity about something. As you think about a future career, consider your interests. For example, if you like the outdoors or working alone, consider careers that would adapt to these conditions. Whatever your interests, it is important that you choose a career you can enjoy.

Every job involves a certain amount of physical and mental demands. Some people described their jobs as "fun" whereas others actually dread getting up and going to work everyday. The difference between these two attitudes can be the amount of thought a person gives to planning a career or the amount of education received to enter a certain field of work. To have a job that you enjoy getting up for every morning is worth the time it takes to evaluate yourself, your likes and dislikes, and determine your future career.

It was previously mentioned that there are 35,000 jobs available that a person can choose from. Each job requires specific skills and can satisfy certain interests of an individual. The U.S. Office of Education divides these jobs into separate clusters. Each cluster is made up of jobs similar to each other. This classification was made to help young people choose a career choice.

JOB CLUSTERS

1. Agri-business
2. Natural resources
3. Business and office
4. Communications and media
5. Consumer and homemaking education
6. Construction

7. Environmental control
8. Fine arts and humanities
9. Health
10. Hospitality and recreation
11. Manufacturing
12. Marine science
13. Marketing and distribution
14. Personal services
15. Public services and transportation

As you learn about each job cluster you may change your ideas about potential career opportunities to more closely match your personality and interests.

Each job consists of its own set of criteria for that position to be effective to its employer. The amount of physical and mental activity will vary with a job, some positions require more physical, others more mental output. The ability to work well with people is expected in some jobs that deal more directly with the public. However, there are jobs which will not emphasize the public contact, which might be more appealing to a person who prefers to work alone or feels uncomfortable when dealing with a varied amount of personalities. Although not specified, most employers admire honesty among employees. Honesty among fellow-workers can develop an attitude of mutual respect which can maintain or increase the level of employee productivity. Motivation is also appealing to the employer. It insures a somewhat high level of performance from the employee as well as the possibility of affecting and improving the performance of the surrounding employees.

Role Changes

Besides the obvious reasons that make some careers more appealing than others there are some factors that can influence a person when making a career choice. One such factor is the attitude that some jobs are just for women and others for men. The trend has been that both men and women are breaking away from traditional roles and accepting jobs that were once considered feminine or masculine in nature.

In past Indian culture times, men and women followed public opinion about their roles and when a person didn't fit into a role, a separate role was permitted. The "berdache" and the "winkte" were terms for such roles which existed among the Northern Cheyenne and the Sioux. These individuals were highly respected and performed certain tasks. The rules of traditional society depended upon everyone being able to carry out their expected role.

During traditional times, this attitude also existed among the non-Indian population. Members of each sex were excluded from work which was considered the role of the opposite sex. When Indian reservations were established by Congress in the late 1800's the hiring of reservation workers reflected this influence. The Indian agent and staff of clerks were male while school teachers and housekeepers were female. Assisting the agent would be male military officers.

When modern tribal governments were organized in 1934 under the Indian Reorganization Act, Indian men dominated tribal leader positions and surrounded themselves with male clerks and secretaries. The traditional Indian male could understand these attitudes because protecting the people and providing for the tribe was done by men.

Today, there is less restriction upon Indian men and women. While many Indian communities regard themselves as traditional, there are strong indications of many changes among Indian people. A survey in 1981 by OHOYO, a national Indian women's organization, counted the number of Indian women who held positions as the head of their tribal government. The results showed that out of 251 tribes in the United States 67 Indian women were providing leadership as the head of their tribal government.

Many women are now accepted in leadership roles at the community level and even more women serve as council members or program directors. An example of women at all levels of tribal government occurred within the Menominee Tribe of Wisconsin. The tribe elected a woman to serve as its chairman and women on the governing council. In addition, the tribal lawyer was a woman.

Today, there are many Indian communities where the majority of workers are women. Most of these workers are heads of households supporting their children and other family members. This is the strongest indication of the changes in roles between males and females since traditional times.

The Indian culture has had to adapt to the changes that have occurred over the last several years. What was once an economy based on hunting and trading, dominated by males, has now given way to new roles on the Indian reservations in a modern economy based on earned wages.

The opinions of other family members or friends can be a positive or negative influence on youth. Young people may make career decisions based on other people's good or bad experiences in a job. Both negative and positive opinions can sway a young person into an occupation that they did not choose.

When choosing a career answer the following questions: "What sort of person do I think I am?"; "What are my values and needs?"; "What are my aptitudes and interests?" Answering these questions can help a person to choose a career that is well-suited to their interests.

Decision Making

Learning about careers will eventually involve the decision-making process. Talking with parents, relatives or friends about their jobs might help you make a decision on a career, however, the final choice will be your responsibility.

Since there are a multitude of options, you should have as much information about a job as possible in order to make the best decision. Eventually a career is selected by discarding the

undesirables and narrowing the list down to the more desirables.

Decisions can be difficult because choices are equally appealing. You may need to try to predict the results of your choice. Each decision is unique to the person making the decision. Part of being unique involves different interests, aptitudes, abilities and values. Experiences in your life will also influence your feelings which can change your outlook and the need to make a new decision.

Youth face a future made up of many decisions and some of these decisions could affect an Indian community. Such decisions are those related to education, work and leisure activities. If youth decide to get the best possible education, work hard during their lifetime and pursue a healthy enjoyable life an entire Indian community can benefit. A community can only improve according to the individuals that make up that community.

Your lifestyle and personal satisfaction in your job are important to not only yourself but other youth and the Indian community as well. The choices you make will reflect your commitment to your future. All youth must find their own answer to the question, "What do I want?" The answer to this question will not only affect your personal life but possibly your community as well.

Outstanding Indians

Many outstanding Indians have used their personal interests to lead them to successful careers.

LUCY FRIEDLANDER COVINGTON, a Colville, was born and reared on the reservation in the state of Washington. She spent her life as a cattle rancher, operating the ranch following the death of her husband, and as a political leader of her people. For many years she was on the Tribal Council of the Colville Confederated Tribes and is accredited with stopping the federal government's efforts to terminate the tribe's federal trust relationship. Her strength and persistence won her nationwide respect throughout the Indian community. Lucy was elected to various offices in the National Congress of American Indians and the Affiliated Tribes of Northwest Indians. Mrs. Covington placed great emphasis on youth leadership, challenging and encouraging young people to strive for excellence and the pursuit of Indian rights, lands and resources. Many young Indians occupying important national positions identify themselves as "Lucy's litter," as a loving tribute, and recognition of her great influence. Lucy Covington died in 1982.

ROBERT L. BENNETT, an Oneida Indian, became Commissioner of Indian Affairs in 1966. At the time he attended college, educational assistance for Indian students was not available so Bennett worked to put himself through college. He graduated during the depression of the 1930's and decided to enter law school. While working full-time to support a wife and three children he went to school in the morning to eventually earn a law degree. In recent years, Bennett has served as the Director of the Indian School of Law at the University of New Mexico.

EVALU WARE RUSSELL, a Kiowa, is a consultant at the American Institute at the University of Oklahoma. She has been a teacher of cultural studies at the Institute of American Indian Arts in Santa Fe, New Mexico, lectured for Oklahoma public schools on legends, customs, and other aspects of Indian culture. In 1979 she was named National Indian Educator of the Year by the National Indian Education Association and has twice received the Outstanding Indian Teacher of the Year Award from the Bureau of Indian Affairs. She holds bachelor degrees in cultural studies and music from the University of Science and Arts, Chickaska, Oklahoma. As a representative of the Friendship Force of Oklahoma, a cultural exchange program, Russell has visited such countries as Germany, Korea, Ireland and Russia. Her interests and travels have enabled her to become familiar with legends, customs, and beliefs representative of more than 100 different Indian tribes. Russell also serves on the President's National Advisory Council on Indian Education.

ARCHIE DEMMERT, a Tlingit, was the first Indian to be named to the National Teacher of the Year Honor Roll. Prior to teaching, he served in the Army and operated a store. Demmert finished his college degree at the age of 40 and in 1969 was honored in Alaska for his contribution to the field of education where "his students have come first."

BILLY MILLS, an Ogalala Sioux, grew up an orphan on a South Dakota Indian reservation. With his skills as a runner, he was awarded a scholarship to the University of Kansas and won a gold medal and international fame for the 10,000-meter race in the 1964 Olympics in Tokyo. Billy cited three basic truths for youth:

1. "Defeat is not failure but a learning process. You can accept defeat with dignity and pride. You can step back, analyze, adjust and go forward again. Failure is doing nothing and fear reinforces itself . . . the world passes you by.
2. "People need people. On occasion, though drawing into yourself may seem more comfortable, you need to risk rejection by reaching out with your love. Everyone, no matter who they are, needs a support system.
3. "The real height of competition is not competing against someone else, but reaching within the depths of your capabilities to compete against yourself.

Billy Mills is now a successful insurance executive living in California. As co-founder of the Billy Mills Indian Youth Leadership Program, Billy's life was made into the movie "Running Brave".

ANNIE DODGE WAUNEKA, A Navajo, received the Medal of Freedom Award in 1964, the highest civil honor given by the President of the United States. As a health crusader, her work in the field of health improved conditions among the Navajo people. Annie Wauneka spoke of career failures as she described herself, "Over the years, I learned that one failure — or even a half-dozen failures — should never be the end of trying. I must always try and try again, and I will continue to try as long as there is breath to do so".

Learning Activities

I. READING AND DISCUSSIONS

Directions: As a group discuss the reading material, "What Do I Want?"

II. VOCABULARY BUILDING

Directions: Use the information presented in this section, "What Do I Want?" Or consult a dictionary to write your own definitions to these terms:

1. occupation _____

_____

2. career _____

_____

3. diploma _____

_____

4. qualification _____

_____

5. curriculum _____

_____

6. professional _____

_____

7. unskilled _____

_____

8. attitude _____

_____

9. motivation _____

_____

10. personality _____

_____

III. USE YOUR VOCABULARY

Directions: Fill in the blanks using one of the words listed at the bottom of this worksheet.

1. Freda has a pleasant _____ which makes others enjoy being around her.
2. John took a mathematics test and found out he has a strong _____ for math which will help his future career.
3. Mr. Myers, the science teacher, told George, that if he improved his _____ he might be able to do better in science.
4. There are too many _____ persons in the labor force in Indian communities.
5. By obtaining the highest level of skills you can become a _____ in your field.
6. A good _____ is needed in our schools to better equip students to be prepared for a future career.
7. I was hired for the job because I had the best _____ of all the applicants.
8. I will be a high school graduate when I receive my _____.
9. I am glad I can work in a _____ that enables me to use my knowledge of geography.
10. One of your goals in life could be to have an _____ that will improve services to Indian people.

Words to Use:

occupation	career	diploma
curriculum	professional	unskilled
aptitude	personality	qualification
attitude		

IV. GROUP WORK — DISCUSSION

Directions: Divide into small groups of three to four people. In your group select a leader and reporter. The following questions are to be written on individual pieces of paper and placed in a container. Each group leader will draw a question from the container until all questions have been drawn. As a group, answer the questions your leader has selected. Each group reporter write the answers on a sheet of paper and make a report to the total group.

1. What is an interest?
2. Write a definition of work.
3. What are some of the biggest changes that have occurred between traditional times and modern times?
4. What are the traditional skills in the Indian community?
5. What is a G.E.D.?
6. Compare the advantages of finishing high school with the disadvantages of becoming a dropout.
7. Why is a person's aptitude important in selecting a career?
8. Name some of the jobs that women do that traditionally were done by men.

V. WRITING ABOUT OUTSTANDING INDIAN PEOPLE

Directions: Prepare a written or oral report about an Indian person from your tribe or an Indian who is well-known for outstanding achievements in spite of difficult factors in their lives. Use the worksheet below to record your research.

1. Name of person _____
2. Their job _____
3. Their educational background _____

   colleges or university attended _____

   training school _____
4. Situational factors that influenced them: (Explain)

   a. financial _____

   _____

   b. language _____

   _____

   c. physical _____

   _____

   d. attitude _____

   _____

   e. family background _____

   _____

   f. Indian community _____

   _____

VI. DECISION-MAKING

Directions: Take a few minutes to solve the "Scheduling Your Time" problem. After you have found a solution, discuss your answers with the entire group and decide which solution is the best.

"Scheduling Your Time"

1. You have $10
2. You have an essay to write for an English class and it's due in the morning.
3. You haven't had dinner and there's nothing to cook.
4. Your car is out of gas.
5. Your friends want you to go out with them — in your car.
6. Your favorite show is on television.
7. A friend called and asked you to repay $6 that you borrowed from him two months ago.

Solution: (use rest of page)

The following list is to be used for learning activity VII on the following page.

Working with Things
Accountant
Engineer
Technician
Controller
Dispatcher
Airline pilot
Automotive mechanic
Baker
Blacksmith
Boilermaker
Bricklayer
Building contractor
Cabinetmaker
Carpenter
Chef
Dental technician
Electrical engineer
Engineer
File clerk
Glass blower
Guard
Hotel maid
Jeweler
Laborer
Mechanic
Painter
Piano tuner
Postal clerk
Repairperson
Sawmill worker
Scientist
Stock clerk
Technician
Watch repairperson

Working with People
Radio announcer
Athletic coach
Beautician
Bus driver
Cashier
Clerk
Clinical psychologist
Counselor
Writer
Firefighter
Fisherman
Flight attendant
Funeral director
Grocery checker
Insurance agent
Secretary
Licensed practical nurse
Manager
Social worker
Nurse
Office manager
Physical therapist
Social worker
Rancher
Sales representative
Principal
Teacher
Bank teller
Typist
Waiter/waitress

Working with Ideas
Copywriters
Commercial artists
Astronomers
Biological scientists
News-camera technician
Chemist
Criminologists
Designers
Writer
Furniture designer
Geographers
Historian
Illustrator
Librarian
Editor
Mathematician
Museum curators
Photographer
Researcher
Teacher

VII. WHAT WOULD I LIKE TO DO?

Directions: On the previous page is a list of jobs that have been divided into areas which reflect the major focus of these jobs. These areas are: working with things, working with people and working with ideas. Review the list of jobs in each area and place your choices for possible future careers on the blanks below. Do a follow-up of these jobs by going to your library or school counselor to learn more about the kind of work that is done.

Working with Things

_____

_____

_____

_____

_____

Working with People

_____

_____

_____

_____

_____

Working with Ideas

_____

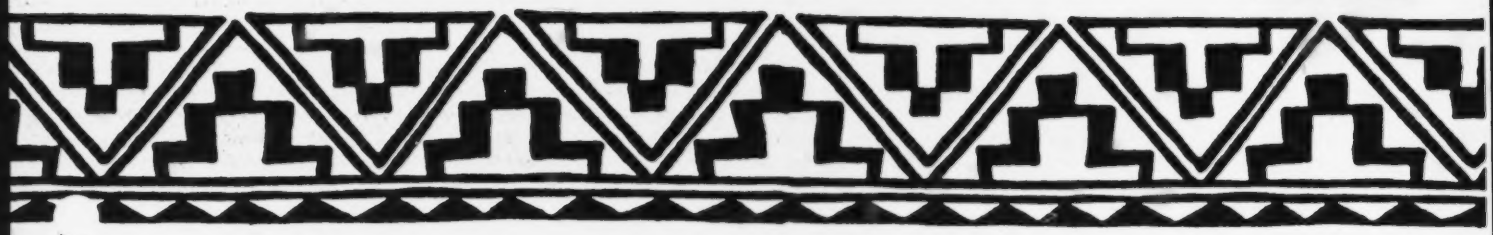
_____

_____

_____

_____

Curriculum Choices in High School
unit one



Module II
Your Choices and Careers

Purpose

To inform the tribal council and parents of the necessity to provide a support system and encourage youth to use their interests when selecting courses to study and planning a future.

Curriculum Choices in High School

Background Narrative

The lives of Indian youth in the fifteenth century were quite different from those of today. They spoke their own tribal languages with no written language. They had their own way of dressing and their own types of food. They had no stores and everything needed was made by hand. There were no school buildings and children went to school for the entire year with parents and grandparents as their teachers.

In today's lifestyle, your time is no longer spent in learning to make everything you need. Instead your time is involved in learning basic skills to help you think, communicate, solve problems and become independent. You are developing and preparing yourself for a career.

It was stated in a previous section that in order to have a job you will need a good education or acquire some form of formal training. Junior high school is a part of the education process. Junior high offers a selection of courses that are basic or required to the junior high curriculum. English, mathematics, sciences, social sciences and usually physical education or health are required courses.

In addition to required courses there are electives such as typing, shop, fine arts, choir or home economics.

High school is similar to junior high only on a larger scale. School size will determine the number and types of courses offered. As with junior high, you will have certain required courses in your curriculum.

High school graduation requirements vary from state to state. The following are requirements from one state as an example of what you can expect to take. The requirements are:

4	years english
2	years mathematics
1	year science
1	year history
1	year physical education
1	year health
½	year American Government
plus	electives

It is important to plan your curriculum during your four years of high school. Check with your high school counselor or principal for your high school requirements and planning your curriculum. Keep in mind that electives are selected based upon your own interest or career needs.

Electives vary by school and state. The following is a sample list of some from which to choose.

Social Studies: world history, sociology, economics, consumer economics, world geography, your state's history.

Business: shorthand I and II, typing I and II, personal bookkeeping, record keeping, business law, marketing I, II, III, IV; office procedures, accounting I and II, data processing.

Industrial/Vocational: woods I, II, III; welding I and II, metals I and II, small engines I and II, auto mechanics, drafting I, II, III, IV.

Fine Arts: art I, II, III, IV; design, oils, water color, weaving, art history.

Music: band I and II, orchestra, chorus I, II, III.

Home Economics: child development I and II, home decorating, preparation for life, foods I, II, III, clothing I and II, consumer education.

Languages: French I, II, III, IV; Spanish I, II, III, IV; German I, II, III, IV; Latin I and II.

Agriculture/Forestry: vo-ag I, II, III, IV; forestry & environmental

Junior high school and high school can be the happiest years of your life. It is to your advantage to graduate from high school in order to get the best employment. Based on your interests recorded in "My Career Diary", plan to enroll in courses in which you have strong interests. Good grades can result with a strong interest. More important, you should build a solid background of courses that will be helpful to you as you plan for your career.

Learning Activities

I. Reading and Discussion

Directions: Read the background material on "Curriculum Choices in High School".

On a sheet of paper write down all unfamiliar words. These will be discussed and explained in the group sessions.

II. My Curriculum Plan

Directions: Your leader may schedule a meeting with the parents to discuss the high school curriculum that youth are required or elected to take. If your parents attended the meeting, they understand the importance of letting you choose courses you enjoy and that will help prepare you for a future after graduation. If they did not attend the meeting, it is even more important for you to take your notebook home to share the materials from "My Career Diary" which lists your interests and your goals.

Complete the activity "My Curriculum Plan" with the help of your family or friends. Use a pencil to complete the worksheet and use a pen to fill out the copy for "My Career Diary".

MY CURRICULUM PLAN

Directions: List the courses you have taken, are taking and plan to take under each grade level. List your favorite subjects first.

Grade 6	Grade 7	Grade 8
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Grade 9	Grade 10	Grade 11
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Grade 12

_____
_____
_____
_____
_____
_____
_____
_____
_____

My favorite subjects are _____

_____

I think I would enjoy working in (subject area) _____

_____

I plan to continue my education by attending (college, vocational training, community college, etc.) _____

_____

_____

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"Worksheet"

MY CURRICULUM PLAN

Directions: List the courses you have taken, are taking and plan to take under each grade level. List your favorite subjects first.

Grade 6	Grade 7	Grade 8

Grade 9	Grade 10	Grade 11

Grade 12

_____
_____
_____
_____
_____
_____
_____
_____
_____

My favorite subjects are _____
_____

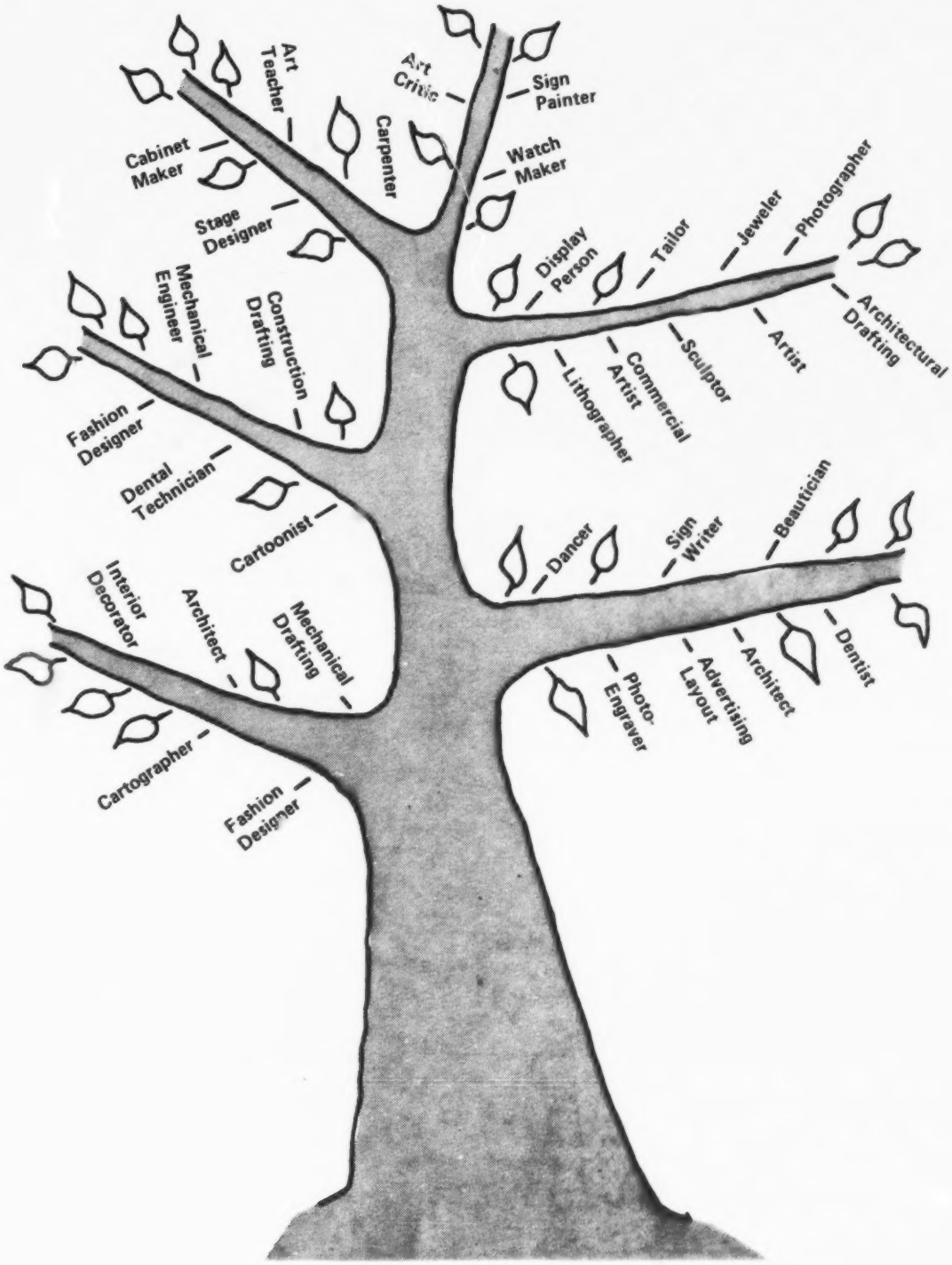
I think I would enjoy working in (subject area) _____
_____

I plan to continue my education by attending (college, vocational training, community college, etc.) _____
_____
_____

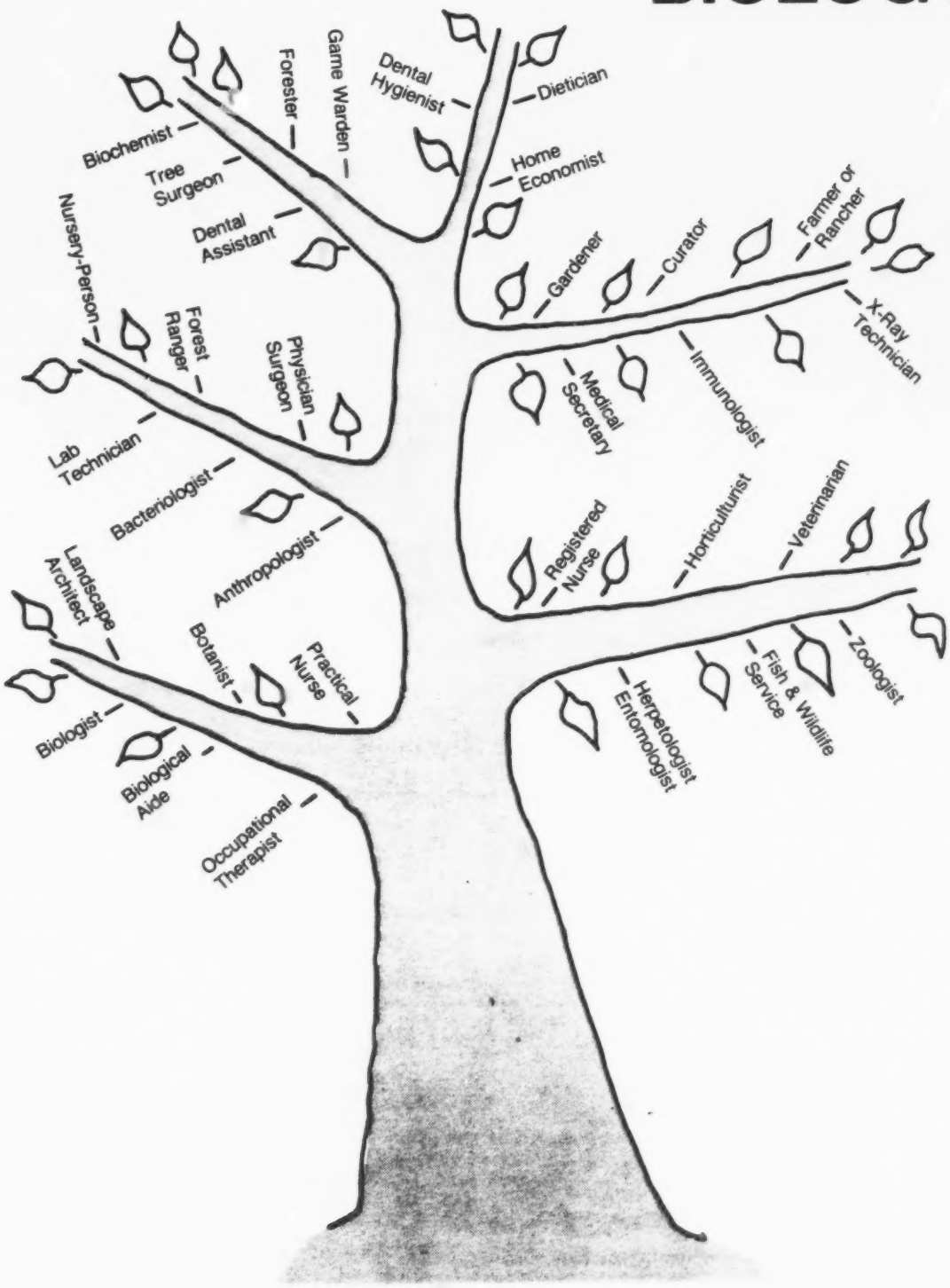
III. School Subjects with Job Clusters

Directions: Based on your interests and your success in school subjects, select the "trees" with your favorite subjects written on the trunks. Use your favorite color to color the leaves nearest the jobs you think you might want after you complete your education. Place the "trees" you colored in "My Career Diary".

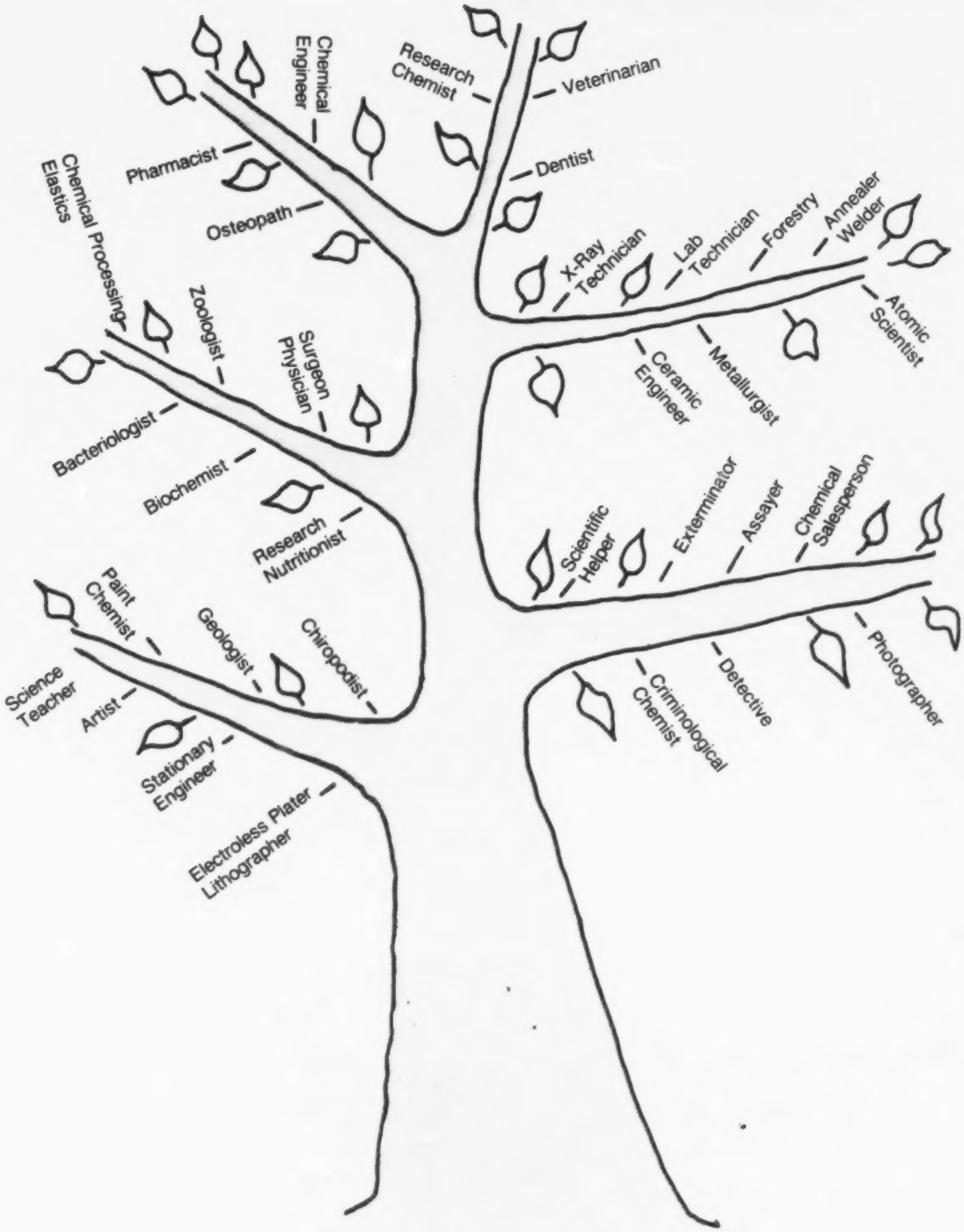
ART


Art Teacher
Art Critic
Sign Painter
Carpenter
Watch Maker
Cabinet Maker
Stage Designer
Display Person
Tailor
Jeweler
Photographer
Architectural Drafting
Artist
Sculptor
Commercial Artist
Lithographer
Mechanical Engineer
Construction Drafting
Fashion Designer
Dental Technician
Cartoonist
Beautician
Sign Writer
Dancer
Interior Decorator
Architect
Mechanical Drafting
Dentist
Architect
Advertising Layout
Photo-Engraver
Cartographer
Fashion Designer

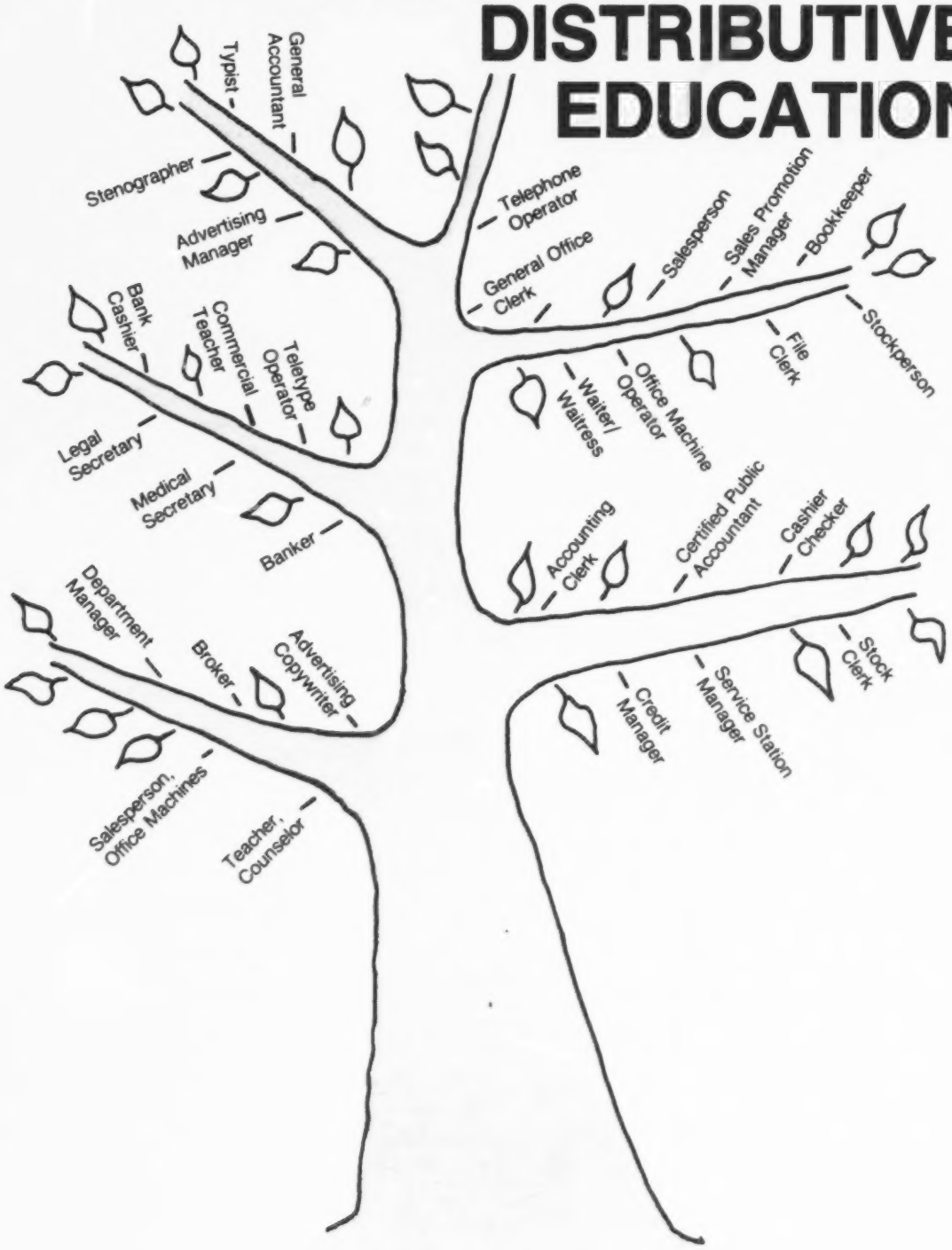
BIOLOGY


Biologist
Biological Aide
Occupational Therapist
Landscape Architect
Botanist
Practical Nurse
Bacteriologist
Anthropologist
Lab Technician
Nursery-Person
Forest Ranger
Physician Surgeon
Biochemist
Tree Surgeon
Dental Assistant
Forester
Game Warden
Dental Hygienist
Dietician
Home Economist
Registered Nurse
Horticulturist
Veterinarian
Medical Secretary
Immunologist
Gardener
Curator
Farmer or Rancher
X-Ray Technician
Herpetologist Entomologist
Fish & Wildlife Service
Zoologist

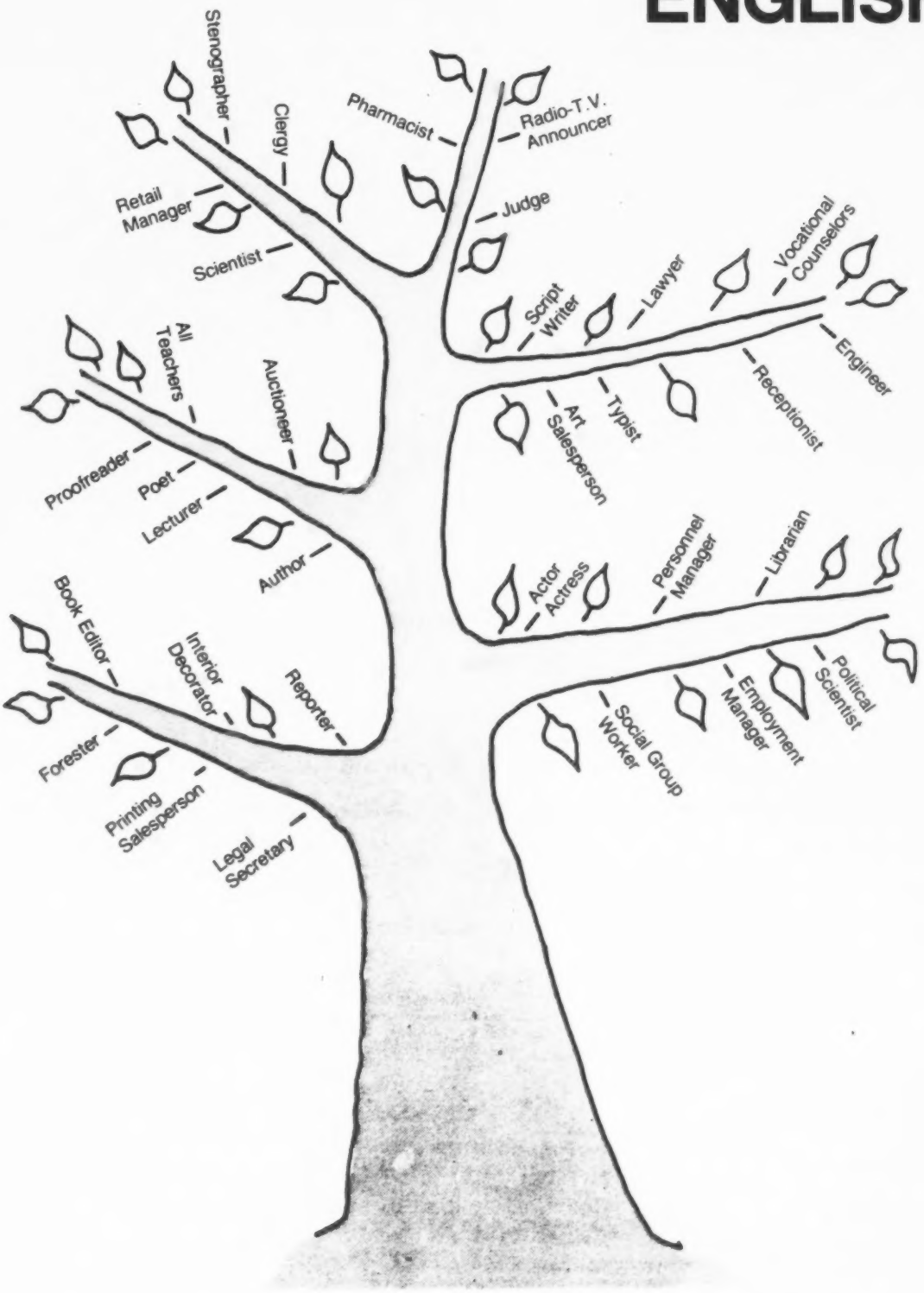
CHEMISTRY


Chemical Engineer
Research Chemist
Veterinarian
Pharmacist
Dentist
Chemical Elastics
Osteopath
Chemical Processing
X-Ray Technician
Lab Technician
Forestry
Annealer Welder
Zoologist
Surgeon Physician
Atomic Scientist
Ceramic Engineer
Metallurgist
Bacteriologist
Biochemist
Research Nutritionist
Scientific Helper
Exterminator
Assayer
Chemical Salesperson
Paint Chemist
Geologist
Chiropodist
Science Teacher
Artist
Stationary Engineer
Criminological Chemist
Detective
Photographer
Electroless Plater Lithographer

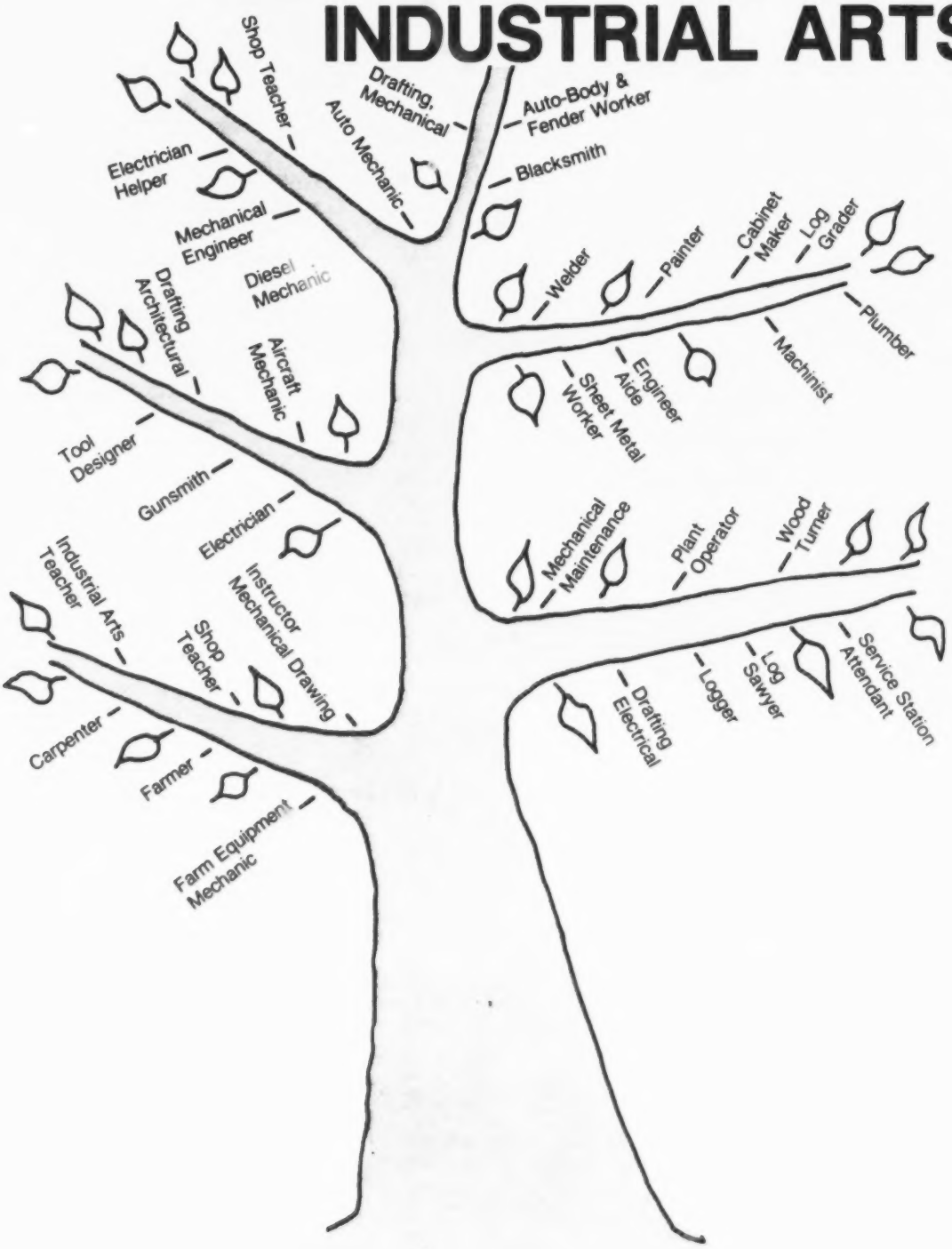
COMMERCIAL AND DISTRIBUTIVE EDUCATION



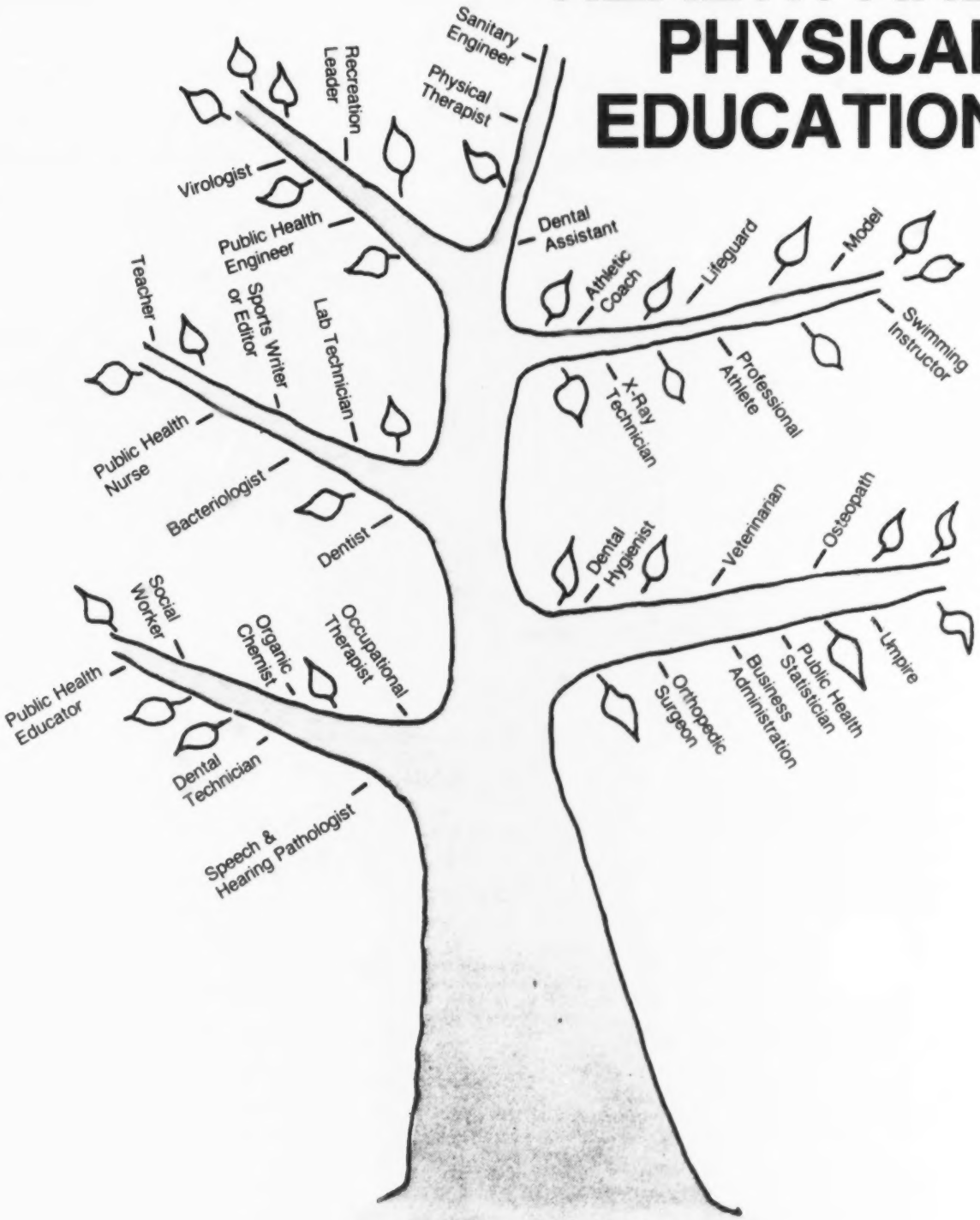
ENGLISH


Stenographer
Clergy
Pharmacist
Radio-T.V. Announcer
Retail Manager
Judge
Scientist
Vocational Counselors
Script Writer
Lawyer
All Teachers
Auctioneer
Engineer
Receptionist
Typist
Art Salesperson
Proofreader
Poet
Lecturer
Author
Librarian
Personnel Manager
Actor Actress
Book Editor
Interior Decorator
Reporter
Political Scientist
Employment Manager
Social Group Worker
Forester
Printing Salesperson
Legal Secretary

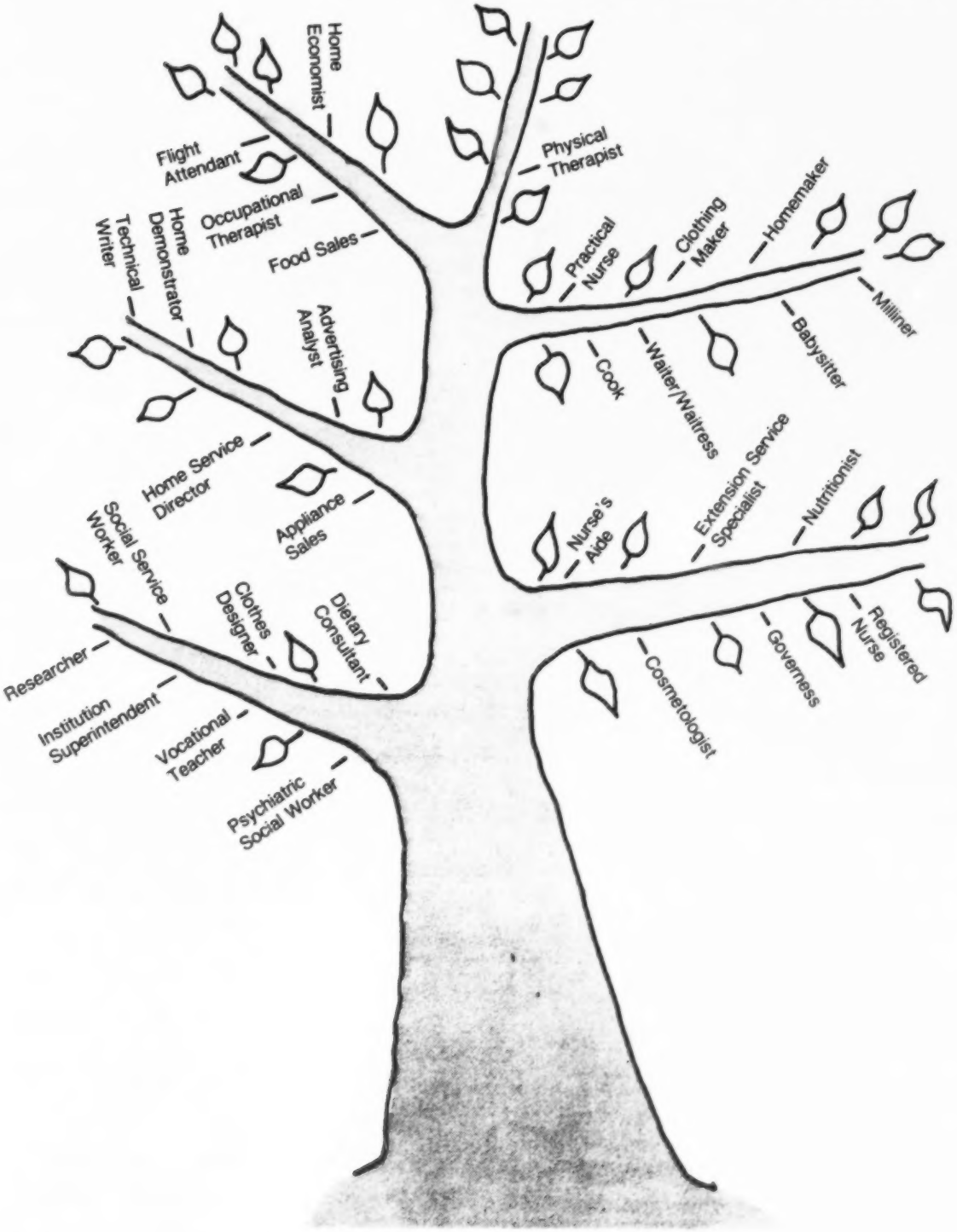
GENERAL SHOP AND INDUSTRIAL ARTS



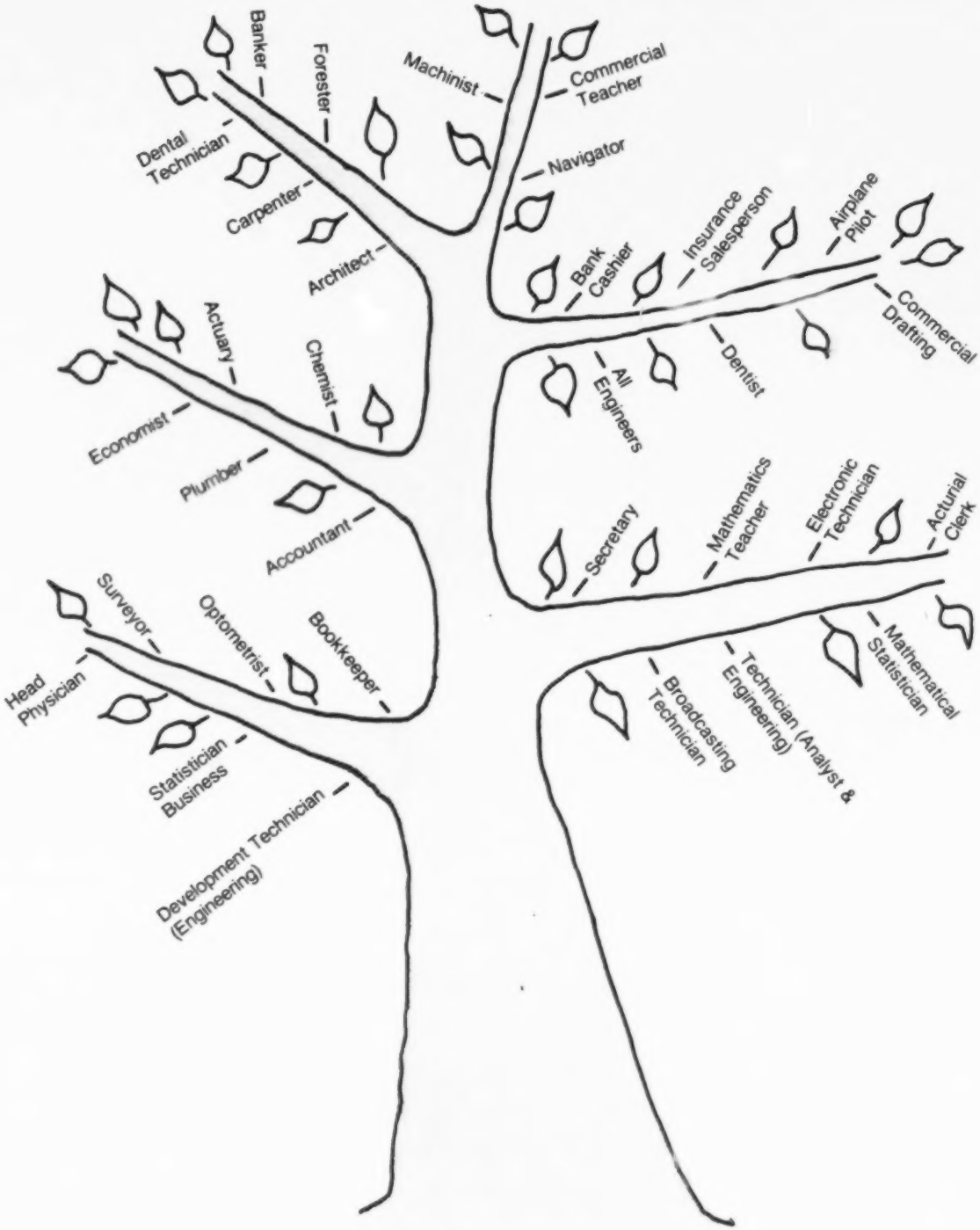
HEALTH AND PHYSICAL EDUCATION



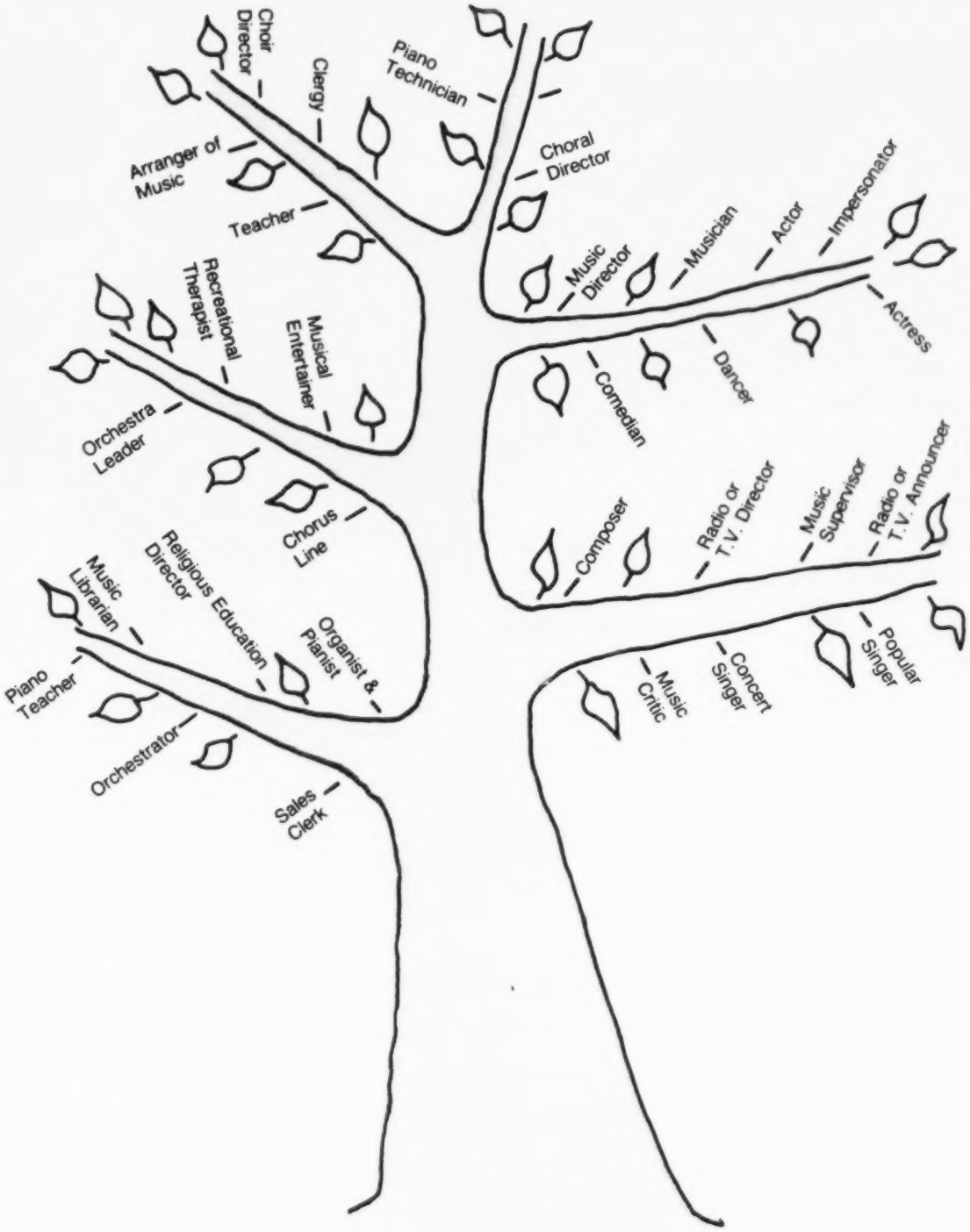
HOME ECONOMICS



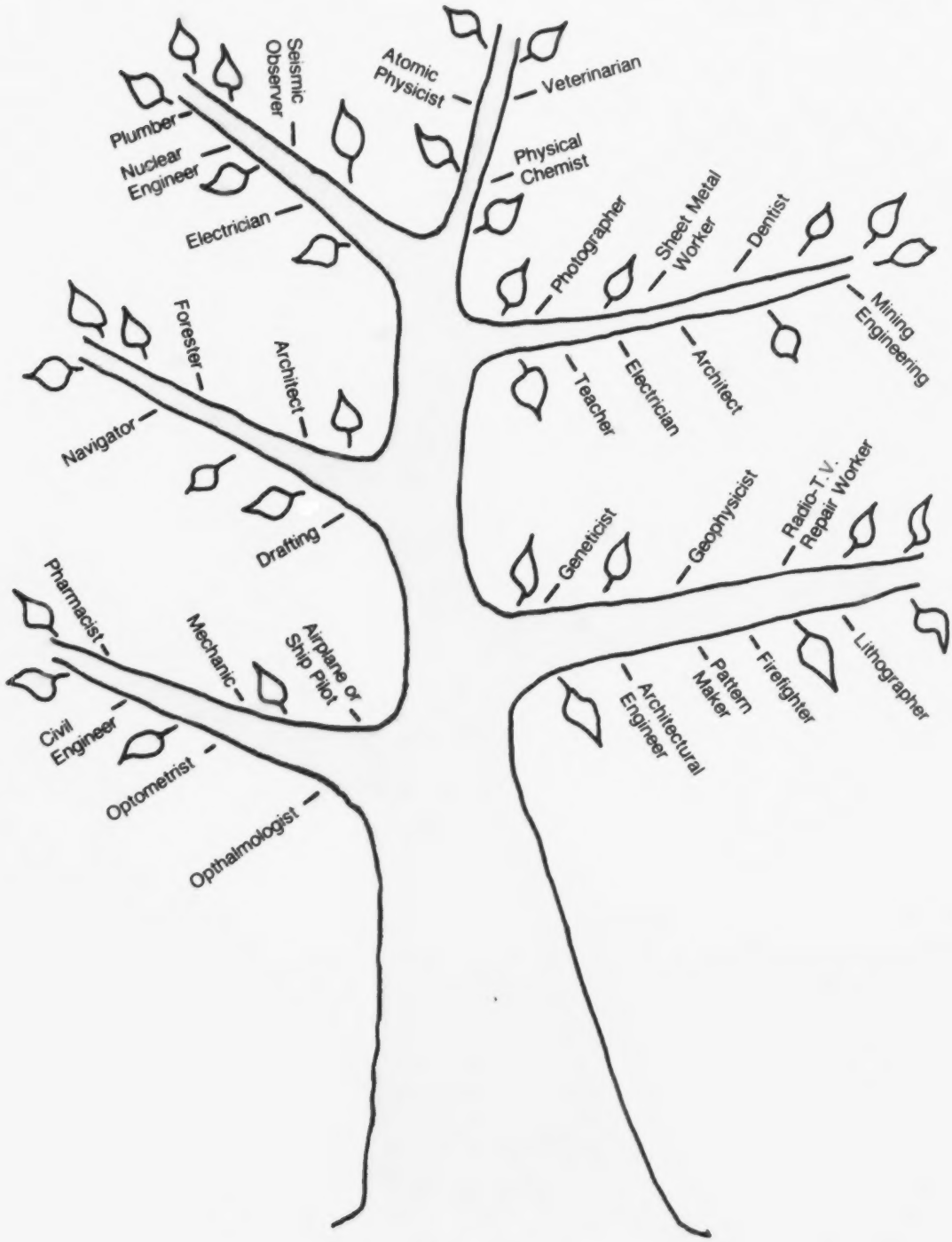
MATHEMATICS



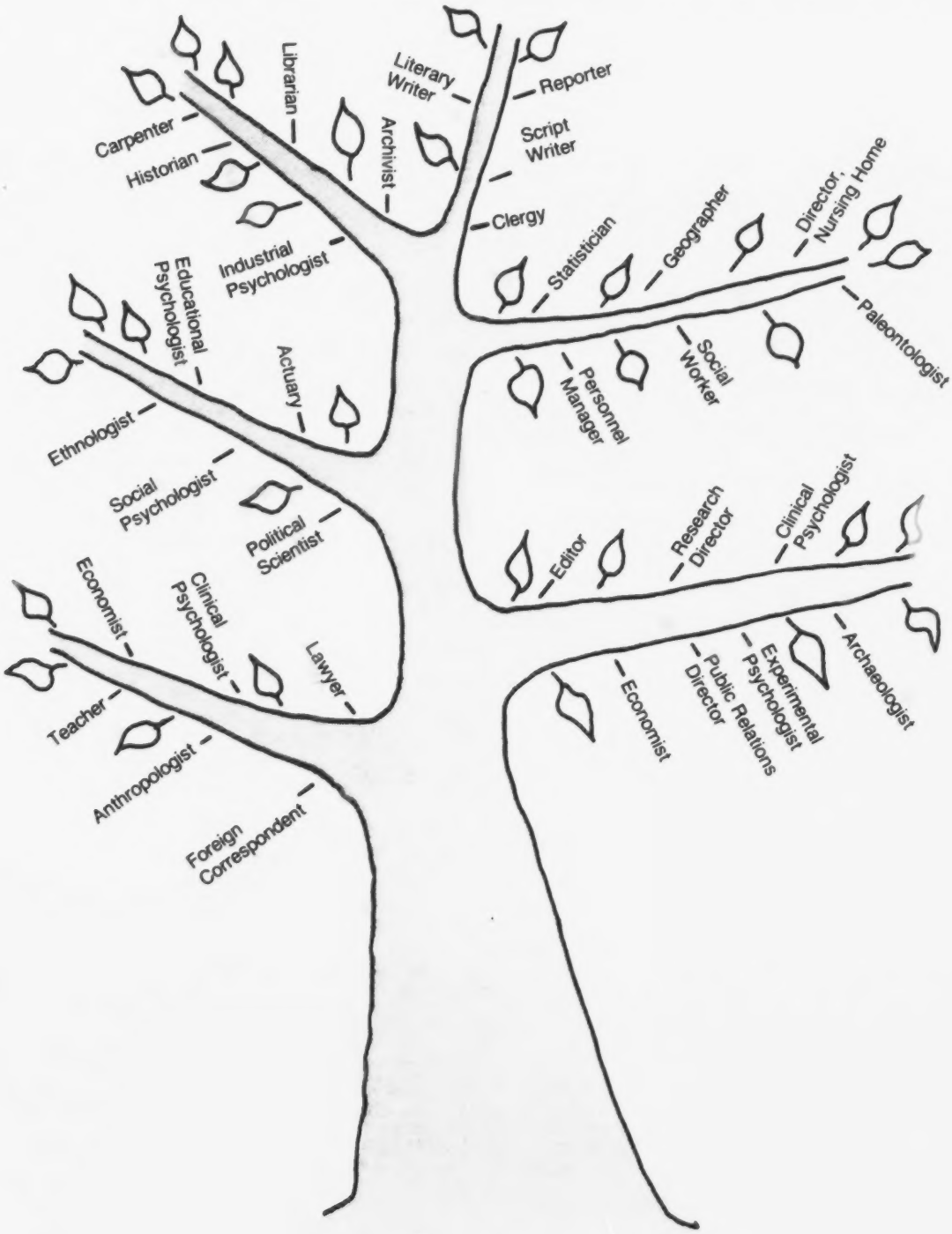
MUSIC


Choir Director
Arranger of Music
Teacher
Recreational Therapist
Orchestra Leader
Chorus Line
Religious Education Director
Music Librarian
Piano Teacher
Orchestrator
Sales Clerk
Clergy
Piano Technician
Choral Director
Music Director
Musical Entertainer
Musician
Actor
Impersonator
Actress
Dancer
Comedian
Composer
Radio or T.V. Director
Music Supervisor
Radio or T.V. Announcer
Organist & Pianist
Music Critic
Concert Singer
Popular Singer

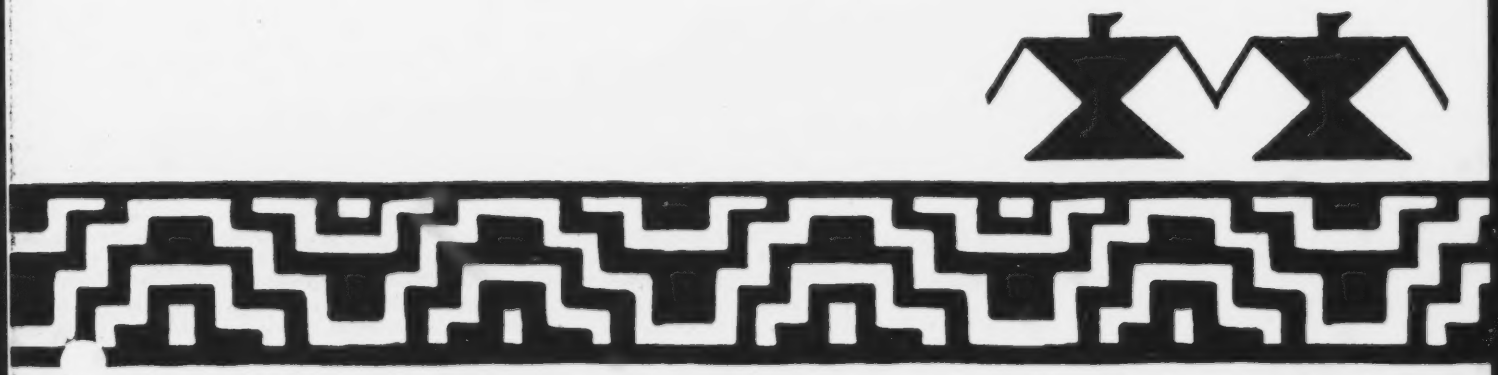
PHYSICS


Plumber
Nuclear Engineer
Electrician
Seismic Observer
Atomic Physicist
Veterinarian
Physical Chemist
Photographer
Sheet Metal Worker
Dentist
Mining Engineering
Forester
Architect
Navigator
Teacher
Electrician
Architect
Drafting
Geneticist
Geophysicist
Radio-T.V. Repair Worker
Pharmacist
Mechanic
Airplane or Ship Pilot
Civil Engineer
Optometrist
Opthalmologist
Architectural Engineer
Pattern Maker
Firefighter
Lithographer

SOCIAL STUDIES



Career Opportunities in Indian Communities
unit two



Module II
Your Choices and Careers

Purpose

To assist youth in identifying career opportunities in their Indian community.

Introduction to U.S. Department of Education Job Clusters

It has always been the goal of tribal societies to produce knowledgeable, skilled, competent and responsible individuals who can maintain a culture and insure the existence of the tribe.

During traditional times, children were trained to develop and possess skills which were of value to the other members of the tribe. As children it was known to them what was expected of them as an adult. They were secure in the knowledge that they were respected, loved and accepted. This feeling bonded them together with the tribe and contributed a sense of wholeness to the tribe.

In today's Indian communities, there is a growing need for Indian people who are well-educated and trained workers who can contribute to the tribal labor force. Job opportunities on a reservation exist for young people today just as they did in traditional times. Workers who are well-disciplined, well-trained and interested in their jobs improve the economy of their people. For this reason it is necessary that youth understand that each person's contribution is of great importance to the community.

Presently, as in traditional times, the economic growth of the tribe is important. A distinct relationship exists between natural resources, management and available money. The economy and quality of life on a reservation lies in the hands of tribal decision-makers. As natural resources and new programs are developed the demand for workers dramatically increases. Increased demand offers trained individuals employment and expanded career opportunities.

Many Indian communities have developed industrial parks to draw manufacturers and industry to tribal lands. Most of the goods-producing industries have been successful in employing Indian workers. On most Indian reservations, small businesses are owned and operated by people residing on the reservation. Both the goods and service-producing industries have the potential to expand and fully develop into growing Indian communities.

Job opportunities exist for both white and blue-collar workers and agricultural workers. White-collar jobs; such as lawyers, doctors, teachers and administrators require professional training and education. Blue-collar jobs also require specific training to develop certain skills with a limited education.

The following pages give a better idea of some job opportunities in Indian communities. These opportunities are within each of 15 job clusters identified by the United States Office of Education (USOE). These opportunities will vary from community to community. It is important that they be used only as a guide at looking at the overall picture of the Indian community.

Remember, each occupation in a job cluster is different as to the amount of education and training needed for that particular job. The common element in a cluster is the similarity of the kind of work to be done by the worker. Each cluster involves different levels of preparation needed to perform a job with average ability. The following is a description of each level of preparation.

1. **Short on-the-job training:** This training may take only a few hours or days. Jobs do not require a high school diploma. Jobs involving short on-the-job training are considered unskilled paying jobs and are the lowest paying jobs.
2. **Long on-the-job training:** This training involves months or years of training and work experience. It can include apprenticeships, vocational school coursework, or an actual job-training program. Workers are termed semi-skilled.
3. **Specialty training:** This training is taken after high school at a technical school or a two-year college.
4. **University or college-level training:** Training involves the completion of four years of college resulting in a bachelors degree. It also includes any professional or graduate school training.

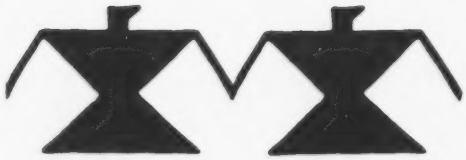
However, by considering certain factors it is possible to make some predictions that may help Indian youth to determine what lies ahead for them in future years. The country's job market is influenced by these same factors.

The greatest of these factors is the high birth rate in Indian communities. This rate necessitates a future in which there will be a need for workers who can perform personal and public services.

The growth in jobs will increase in all the clusters that have been described in this unit. However, there will be the greatest growth in health care, education, trade, repair and maintenance, transportation, government, banking and construction. This will be due to the vast improvements that are being made in the economic life of Indian people. Private sector jobs developed by individuals, organizations and tribal groups will continue to improve the quality of life.

It is important that any youth develop their maximum potential by seeking careers that are satisfying and rewarding. It is a future that truly belongs to the youth of today!

Learning Activities



I. Reading and Discussion

Directions: Read the background material on "Career Opportunities in the Indian Communities." On a sheet of paper write down all unfamiliar words. These will be discussed and explained in your group.

II. Job Clusters

Directions: The three following example narrative and illustrations represent one job cluster: Agribusiness and Natural Resources. Use the tepee, circle, tree format or create your own design to make a job cluster that uses the information you've compiled in "My Career Diary". Add the names of the jobs that are represented by the leaves you colored on the *subject-based job cluster.*

Place your cluster in "My Career Diary." Continue to add job titles that interest you as you learn more about the jobs held by members of the community.

Example:

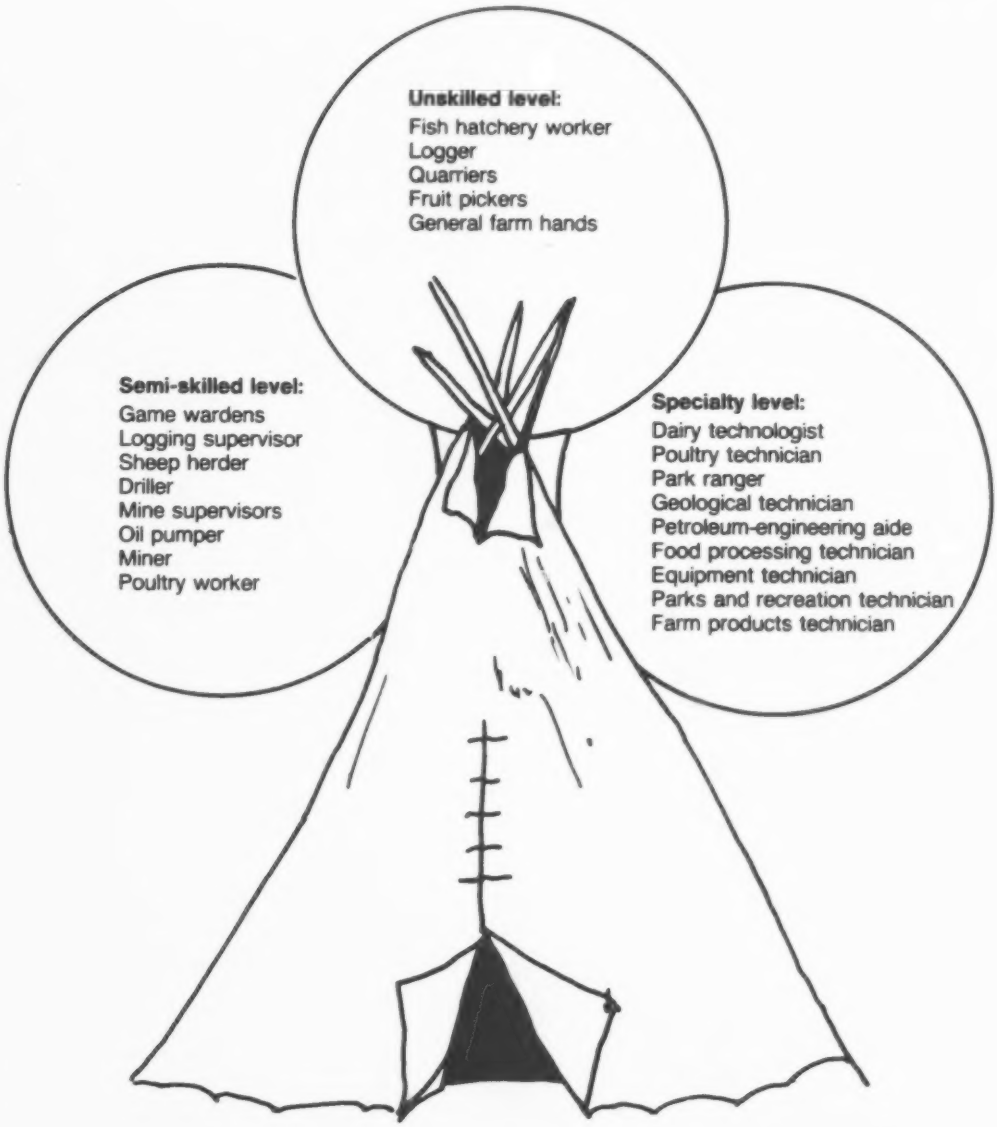
Agribusiness and Natural Resources

Workers in this cluster deal with the production, conservation and regulation of soil, water and minerals in Indian communities. These natural resources are the source of raw materials necessary for the food, clothing, energy, shelter, and industrial goods production that is demanded by people. Since these are all basic needs for people, there is an urgent need for Indian people to manage their own natural resources.

The job opportunities in this cluster are good and are on the increase. More workers are needed to raise livestock, crops and to reseed forestlands. There are jobs that require the exploration, the mining and the quarrying of minerals such as coal, iron and gravel. The production of natural gas and petroleum is a major industry in some Indian communities. Workers are needed to manage and protect forest and woodlands and to help harvest the products gathered from these resources. Fish and wildlife are in need of specialists to help manage and protect these resources. In those communities with abundant water, the development of hydroelectric power requires highly-trained workers. In addition, there are park and recreation areas for the general public.

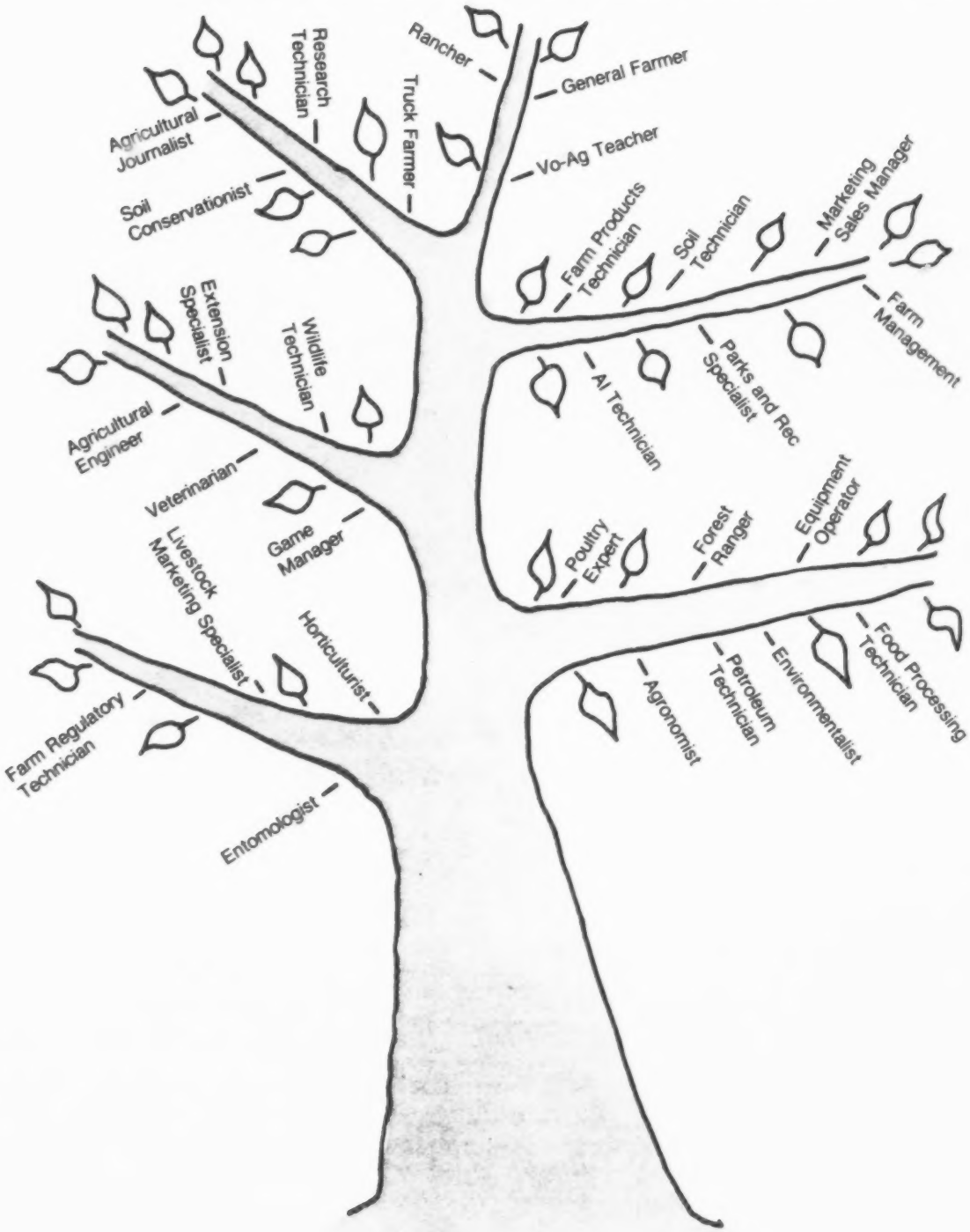
Prospective workers in these occupations need to enjoy outdoor work. Some jobs are hazardous, such as fire fighting and working in coal mines. The talents of Indian workers will preserve forests, fisheries, wildlife and waterways in Indian communities and will help to develop these natural resources.

Examples of Occupational Opportunities



Examples of Occupational Opportunities

NATURAL RESOURCES



III. Occupational Analysis

Directions: Consult the job advertisement section of your tribal newspaper and national Indian newspapers such as *Wassaja, Awkasasne Notes,* and other American Indian/Alaskan Native publications to ascertain what jobs are available in Indian country. Complete the following questionnaire on four of those positions:

1. Occupation: _____
2. Training or education required: _____
3. Type of experience necessary: _____
4. Job expectations: _____
5. Special benefits: _____
6. Special requirements: _____
7. Wage or salary: _____
8. Job availability or employment outlook in five or ten years: _____

IV. Speaker

Directions: Your leader will invite someone to come and tell you about jobs found at a local health care unit or other organization (physician, nurse, kitchen staff, medical records worker, sanitation worker, specialist, dentist, bookkeeper, mortuary staff, licensed practical nurse and volunteer).

Our speaker today will tell you about types of jobs at _____

Directions: Make a list below as the speaker describes the jobs mentioned.

_____ _____

_____ _____

_____ _____

_____ _____

Ask the speaker questions about any of the jobs named that interest you.

After the speaker leaves, if any of the jobs were of special interest to you, add these to your list "New Interests to Explore."

V. Evaluation

Directions: Test your knowledge of unit two. Read the following statements and put a check in the blank space to indicate your answer.

1. _____ Yes _____ No — If you have a strong interest in doing something you like, it may turn into a career.

2. _____ Yes _____ No — Knowing your interests will help you avoid making wrong decisions when considering a future job.

3. _____ Yes _____ No — Making alot of money should be the most important factor when deciding upon your career.

4. _____ Yes _____ No — If you increase your education, training, and experience, it will help you to find a job.

5. _____ Yes _____ No — Unskilled workers are paid more than skilled workers.

6. _____ Yes _____ No — Goals may be short or long-term.